District / Charter Coronavirus Response Plan

Name	Heather Dennis
Email	hdennis@ansercharterschool.org
District / Charter Name	Anser Charter School

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Food Service
Virtual and home based Student Learning beginning March 30th

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

All staff except food service is working from home.
Food service staff will begin working on site March 30th to provide meal service
Adminstrative staff are working from home, but will each take a rotation on site to process mail, make copies of education materials to send to families that don't have internet etc.
We don't have transportation.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)

- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Anser will begin providing online lessons on March 30th. Special Education teachers have set up their own Google Classrooms to work directly with students and in addition to the general education teacher. Boise School District is responsible for our Speech, OT services. We are developing plans to send home chromebooks to any student that needs one, but have not yet done so. Teachers are using Google Classroom and a variety of platforms such as RAZ kids, Discovery Ed etc.
The building has been deep cleaned, is locked up and accessible only to key staff at this time.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

Communication has been sent regarding school closure, meal service, and beginning online learning on March 30th.
We will begin sending communication about device availabiltiy next week.
We communicate with staff via email and will institute regular Zoom meetings as of March 30th.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

We have not set re-opening criteria yet. As a small school getting to where we are currently has been overwhelming. Staff will begin working on plans after spring break. We have already deep cleaned the building and we already had increased cleaning criteria in place before closure. Until the CDC can tell us with confidence that we can be in large group settings again, it seems irresponsible to resume onsite schooling.

District / Charter Coronavirus Response Plan

Name   Mike Smith

Email   mikesmith@richfieldsd.org

District / Charter Name   Richfield School District #$316

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

We released students two days early for spring break and used the other two days as staff work days to develop a plan and prepare materials for an extended-emergency closure in case that becomes a reality. We are a one building K-12 school, using a four-day school week.

Elementary teachers have prepared 3-4 weeks worth of educational packets for pick-up, or delivery. Each grade level has included a parent letter, describing expectations of students and timelines, providing contact inforamation and "office hours" when immediate feedback or response is available, educational links and online resources have been identified and most have the ability to interact online with parents or students.

7-12th students, we have one to one devices for these students, teachers have prepared 4 weeks worth of curricular materials, a combination of electronic and packet/materials, students were required to take devices, textbooks and other instructional materials home this past Tuesday. Secondary teachers are expected to share office hours at varying times of the day for students and parents, many have interactive activities such as discussion boards, science labs utilizing common household products. Teachers are required to enter a minimum of two grades per week into powerschool. Teachers at all levels have enrolled our building administrator in their online classrooms so he can monitor activity. Parents/guardians of special education students will receive a letter explaining their options. Teacher will make contact at least twice a week to provide services, we have set up online speech services and are working on other services.

We plan to serve lunch beginning March 30th, but are honestly confused on what which program we will be able to use, NSLP or a seamless summer program. We are not sure if we are closed, or considered a virtual school and I am seeking clarification. It is my understanding our status dictates or determines which program we are under. I would prefer the flexibility of the summer program in that we can offer food to a larger portion of our community. Students too young to attend school for example.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

District Administration, will be able to work from home by March 30, but I work in an isolated office and it is just me 3 out of 5 days of the week, with a contracted business manager on 2 days of the week.

Certified staff was able to prepare to provide instruction from home if nesecary. Right now we anticipate most of them working from school if students aren't back, but have the ability to work from home if needed.

Technology could work remotely, but we haven't got a plan or the ability at this point to address how we would provide support to student devices when they need repairs or attention. We have just been really busy supporting staff to provide distance learning options and getting our ISEE report submitted. (by the way thank you for the extension).

Food service would have to work in the school, we haven't provided lunch over spring break before so didn't consider this option.

Transportation is remote in that we have a part time transportation director and don't anticipate using transportation at this point. We will deep sanitize and clean buses over the break and if we experience an extended closure may provide training hours.

Classified staff, this is another area that will need more attention this coming week. We usually only pay maintenance and custodial workers over spring break, others are usually off at this time. I intend to alloow classified staff that have work to do during an extended break work if we are not required to have them home, unless they are at high- risk or have someone in home at high-risk. If we have to make employees stay home I plan on paying them, but don't have confirmation on this from School Trustees yet.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

We are an extremely small school district, one teacher per grade level, one special education teacher, one K-12 counselor, our science teacher is the science department, as are alll of our other content area specialists. Each staff member has prepared approximately four weeks of instructional materials, some to be distributed in packet form to students, some entirely via digital content. Each staff member has been required to share their plan with our K-12 principal.
Special Education has already performed IEPS and 504 Plans for through the month of April. If we are not in school by May, IEPS and 504 Plan meetings will be held via conference call.
We only have 5-7 students,7th-12th grade that don't regularly take their chrombook home due to lack of insurance or parent/guadian not wanting this service. We have made arrangements to provide

insurance to those that don't take their chromebook home and would allow them to pick-up a device if we are not in school on March 30.
We have been sanitizing high use areas on a much more stringent schedule for the past few weeks, and plan to keep our building closed to all this weekend and then perform deep cleaning and sanitation over spring break.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

We utilize a county-wide texting, emailing service, Alert Sense, to provide short messages to parents, guardians, students and staff, often directing them to our school website for updated or more thorough information.
We use our school website and our facebook page.
Teachers were required to provide contact information to parents as part of their distance learning plan. Principal has ability to monitor onlince classrooms, and teachers are able to enter grades into powerschool remotely, parents, students and administration can monitor student grades remotely. School administration can monitor teacher gradebooks remotely.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

I greatly appreciate the work that all of you have been doing to address this crisis and do not mean to be disrespectful to the Governor's Office, State Department of Education or our local health districts. in responding to this question, but honestly somebody out there must think I am much smarter than I think I am.

"In consultaton with local health districts"; I do not think a single school district within in the State of Idaho closed or extended spring break based upon the recomendation of local health districts.
I really wish we would have, but that was not the case.
I do not have a good answer to this question, I could guess at an answer, but that is all it would be.
I wish the Govenor's Office, State Department of Education or local health districts could have provided us with hard data on this, a cut score or percentage, something we could have shared with staff and parents as to when they would recommend closure; when we reach this point we will do this, kind of information. There probably isn't that kind of answer, but even that would have been an answer, instead it was left to local control, maybe we made the right decisions, maybe not, I sure don't know at this point.
However, I am really not qualified to determine when it will be safe to return or if it is too dangerous to return;I really think we must lean hard on the medical, health and science professionals in determining what this will require . I know that five school trustees, and I are scheduled to meet(probably via conference call) next Thursay, March 26th to determince if we need to close school beginning March 30. I would really like more support before that day.

So the short answer is my school district does not have a plan to address this question at this time and would really appreciate your support in helping to develop one.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Keith Donahue

Email   keith.donahue@sageinternationalschool.org

District / Charter Name   Sage International School of Boise

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

We are transitioning into a virtual / distance instruction delivery model Monday March 30th. This will follow spring break. We area. K-12 school and learning will look different at different grade levels (elementary v. secondary). We will address food services through a volunteer system and via local food pantry services at Sage. Free child care is available for children of health care workers, first responders, etc. in our area via a program through the Boise District and Boise Parks and Rec.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

Still determining. Goal is to have folks work remotely to max extent feasible. Second goal is to keep all employees 'whole' to the maximum extent possible while also being prudent budget managers.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)

- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

We have a plan, it is being implemented, but we have not had time to compile it into a document. We were able to provide chromebooks to all students in need of technology at home. Regarding graduation, our seniors began on-line learning this week. We have a 45-student senior class; given this small size, we were able to move very quickly.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

Plan still in development to be ready by March 30.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

In beginning stages of drafting. State guidance would be appreciated.

District / Charter Coronavirus Response Plan

Name   Chad Martin Martin

Email   chmartin@sd251.org

District / Charter Name   Jefferson School District 251

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services
We are moving to online/ distance learning after our springbreak
we are serving 700+ meals a day

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans
We are following CDC and the President of the United States guidelines to work at home if possible. However, much of the work cannot be done at home. Administrative staff is working in the building. Certificated staff are working on site and remotely preparing online classes. Technology staff are using this time to update computer labs, they are able to social distance with not many people in the building. Food service is providing meals for students. Transportation staff is assisting with food service and maintenance/custodial deep cleaning buildings and buses. Other classified staff are supporting certified staff preparing for on line learning.

3) Learning Plans

- Short Term Closures and Extended Closures

- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

We are building this as we go we are moving to online, an expectation for a long term plan at this point is unreasonable. We are meeting legal requirements of IEP's, Graduation plans- waiting on clarification from state. We are using technology and identifying students without it so we can provide it for them. We are cleaning and sanitizing all of our buildings.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

We are communicating constantly with parents. Through email, school messenger, social media, telephone. Our instructional staff has move to new platform of instruction within 3 days that is nothing short of miraculous, they will communicate directly withe students regarding course work though online platforms or whatever other means necessary to meet student needs.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

We are waiting for guidance and leadership for a reopening plan. We will continue to clean the buildings after opening. We will continue to have daily cleaning and sanitation protocols once we open schools again.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name	Kelly Edginton Edginton
Email	kedginton@k12.com
District / Charter Name	Idaho Virtual Academy

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

> xlsx COVID19 Plan Considerations_IDVA.xlsx

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Families	Process	Person/People Responsible (Who is accountable for ensuring the process outlined is being followed?)	Communication Plan (Who needs to be informed and who is doing the informing?)	External Stakeholder Considerations (Does this information depend on someone else or does someone else need to be notified/ involved in the decision- ie: board, dept of education, etc.)
What do we have when students are sick and cannot attend for periods of time?	Students work with Teachers & Advisors on completion plans. Allow for modification of assignments & deadlines ensuring state standards are still covered. If large groups, consider adjusting progress expectations and/or closing the school and extending the school year.	For individuals: HoS, Principal, SS Admin to staff; Teachers & Advisors to individuals; For entire school: HoS	HoS and/or Principals/SS Admin inform staff. Individual students and LCs informed on an as needed basis by Teachers and Advisors. If large groups: HoS.	If large groups: Board, ID State Dept of Ed
What if the LC is the person sick?	Additional support from Teachers & Advisors for individuals. If large groups, consider adjusting progress expectations and/or closing the school and extending the school year.	For individuals: Principal, SS Admin, Teachers & Advisors; For entire school: HoS	HoS and/or Principals/SS Admin inform staff. Individual students and LCs informed on an as needed basis by Teachers and Advisors. If large groups: HoS.	If large groups: Board, ID State Dept of Ed
What flexibility do we have within our attendance policies that we can potentially excuse some hours/ time/assignments and not have this impact funding?	(1) We could use an adjusted progress expectation to calculate attendance. (2) We could close school and adjust our school calendar to make up days after the current last day of school date. (3) The State has a law allowing schools to submit a waiver for attendance days in the case of an extreme situation.	Head of School; Principals; Ops Manager; State Testing Coordinator	Head of School informing/requesting approval from School Board (1 & 2). HoS informing SDE (2). HoS informing staff (1 & 2). HoS & Principals informing parents and students (1 & 2)	For (1) School Board; For (2) School Board & State Dept of Ed
How will any of these plans be communicated with families?	Individual communications for isolated circumstances. Email and auto-dialer communications for closure and updates to school calendar.	For individuals: Principal, SS Admin, Teachers & Advisors; For entire school: HoS	HoS and/or Principals/SS Admin inform staff. Individual students and LCs informed on an as needed basis by Teachers and Advisors. If large groups: HoS.	If large groups: Board, ID State Dept of Ed
Teachers	Process	Person/People Responsible (Who is accountable for ensuring the process outlined is being followed?)	Communication Plan (Who needs to be informed and who is doing the informing?)	External Stakeholder Considerations (Does this information depend on someone else or does someone else need to be notified/ involved in the decision- ie: board, dept of education, etc.)
What is your sick leave policy for instructional staff?	SICK LEAVE At the beginning of the employment year, all fulltime employees of this district (IDVA) under contract will be entitled to sick leave of (1) day for each month of service, or a major portion thereof, as projected for the employment year. If the employee works less than full-time, the sick leave will be pro-rated. In addition, those employees certified or non-certified who are employed in one of the following categories: 1) temporary full-time; 2) temporary part-time; 3) permanent part-time employees will not be granted sick leave. Medical Documentation: Proof of illness must be submitted upon request that is adequate to protect the school against malingering and false claims of illness. Proof of the employee's ability to return to work following an illness may be required prior to returning to work. Accumulation of Sick Leave: Unused sick leave will be accumulated from year to year, up to an unlimited amount of days as long as an employee remains continually in the service of IDVA. If a new employee has been employed by another district or state educational agency during the year immediately preceding, that individual's accumulated sick leave up to a maximum ninety (90) days will be secured for,	Supervisors & Human Resources Manager	Leave information is disseminated by HR at the beginning of each year to all staff. HR will re-send the sick leave policy to all staff by Friday, March 13th.	NA
What if teachers run out of sick time but are still sick?	SICK LEAVE BANK The Sick Leave Bank is a fund of contributed sick leave days that is available, upon recommendation of the Sick Leave Committee to all eligible, participating Idaho Virtual Academy employees. To be eligible, one must be eligible for sick leave. This Bank is designed to alleviate the economic hardship caused by absence from work necessitated by extraordinary, catastrophic, or debilitating illness or injury extending beyond the employee's accumulated sick leave. Each fulltime IDVA employee may choose whether he/she wants to participate in the Sick Leave Bank. During the initial year of employment, each participating employee shall contribute a minimum of one (1) day of his/her accumulated sick leave to the Sick Leave Bank, prior to the last day of the initial month of employment. Sick leave days thus contributed shall be deducted from the individual's sick leave entitlement. On or before September 25th, of each year, the Sick Leave Bank Committee shall determine the number of additional sick leave days each participant must contribute in order to keep the Bank solvent. Contributions of additional days to the Bank must be done	HR is responsible for sending information out and tracking sick bank members and amount of sick leave in the bank. Staff members are accountable for deciding if they want to sign up or not.	The sick leave bank policy and opportunity is communicated by HR to all staff at the beginning of each year. HR will send out another communication to all staff about the sick leave bank and will offer the option to sign up again.	NA

Is it possible to start "teams of teachers" up if not already in place to help with coverage?	All 6-12 Math & ELA teachers are already set up as partners. K5 has only a single teacher per grade per content area, so we would have to rely on substitute teachers. We have very few substitute teachers available. Special Ed - not possible either so would need to use subs.	HoS and Principals		NA
Can we have pre-recorded sessions in advance for key lessons?	Collect curriculum maps for last year from teachers. If a teacher goes out sick, and we can't get a sub, align curriculum map from last year to this year, pull CC recordings and distribute to students. Special Ed - not allowable to use recordings.	Principals	Affected families need to be informed. Principal will inform.	NA
What is the contingency plan? What must be completed by the end of the school year to complete and pass courses?	Individual circumstances wil be considered for isolated cases, including possible 504 plans, as needed. If the entire school has to close for any period of time, each teacher will have to review their curriculum and adjust, or the school year will be extended.	HoS, Principals, SS Admin, Special Education Admin	Affected individuals need to be informed. Teacher/Advisor will inform. Larger scale - HoS informs.	For larger scale: School Board and possbily SDE.
How will this information be communicated to teachers?	Depending on the circumstance. See above communication plans.			
How will this information be communicated to families?	Depending on the circumstance. See above communication plans.			

District / Charter Coronavirus Response Plan

Name   Tim Perrigot

Email   tperrigot@wendellschools.org

District / Charter Name   Wendell

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

We are in the process of developing a plan. We send a weekly report to all folks mentioned above. Our next report which will be sent to staff is Thursday March 26. Our first report this morning is below

Staff

It's a very difficult time for all of us!   I want to thank our school board for closing schools this week as it's imperative we play our part in slowing the spread of the virus. Many districts across Idaho have had to change plans midweek, and it has caused much frustration and confusion.   It was stated in the SDE webinar this afternoon that 95% of the publics schools in Idaho have closed.

I personally have been inundated with COVID-19 information re: schools, curriculum, meals, etc. I'm doing my best to keep our school board abreast of happenings and directives from the SDE and Governor Little's staff. In addition, I have been meeting with all District IV superintendents daily at 2:00 pm.

Governor Little has emphasized the importance of local control and decision making to decide what's best for Wendell Schools. Our focus in the next two weeks needs to be how we will continue to educate our students if we have an extended closure.   Please have a few ideas to share with administration after spring break.

Plans are rapidly changing... day by day, hour by hour. I will communicate with you via email every Thursday at 3:00 PM for the rest of the year. In the email, I will provide any updated school closing information, a detailed plan of action for the upcoming week, and our expectations moving forward. Your next email from me will be on Thursday, March 26. I appreciate it is spring break, but it is imperative you stay up to date with what's happening here in Wendell.

We are going to get through this together. God Bless you and your families. Thanks to all who have come forward to help make the situation better for our students and our community. Wendell Pride is alive and well!

Go Trojans,

Tim

When will our WSD facilities be reopened?
Our facilities our closed at this time. We have had numerous employees going in and out of the buildings to gather a few items prior to spring break. From here on out, only Troy or I can give an employee approval to be on school property. We are in lockdown as we do not want our custodial staff

working overtime to disinfect the facilities.

Will WSD be providing educational resources in the event of an extended closure?
We are working on plans for providing educational resources digitally in the event of an extended closure. This will not begin until after spring break. More information will be coming soon. As I stated earlier, please share ideas with your building administrator

Will WSD athletic activities continue?
There will not be any athletic activities or practices until April 6. This is per Idaho High School Activities Association declaration.

Will WSD schools be providing food for students during the closure?
We are currently looking at starting a program similar to our summer feeding program if we have an extended closure. More information will be forthcoming. At the earliest, this would begin after spring break.

Do days/hours the school district closes need to be made up?
The state does have a waiver process to waive the instructional hour requirement. While we don't have a definitive answer at this time, it is likely this would be utilized if we must close for an extended period of time.

--
Tim Perrigot, Ed. D
Superintendent of Wendell Schools
tperrigot@wendellschools.org

"An investment in knowledge pays the best interest." - Benjamin Franklin

District / Charter Coronavirus Response Plan

Name	Marc Gee
Email	marc.gee@psd201.org
District / Charter Name	Preston

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Teachers K-12 will continue to provide essential instruction to students via a combination of online, hard copy packets, and one-on-one, in some cases, mentoring.
In the event there is an extended closure:
Lunch will be provided for children 1-18 years of age Monday through Thursday.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

Administrative Staff: On site every contract day. Shorter hours on-site. Available virtually full contract day.
Certified/Pupil Services: On site as needed. Off site for most instructional processes.
Technology Staff: On site as normal.
Food Service Staff: On-site for limited lunch. Not full staff.
Student Services Staff: On-site shorter hours
Transportation Servcies Staff: Training, Maintenance, etc as needed
Other Classified Staff: SPED available as need under direction of supervising teacher. All others available as need by request from principal.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Online for K-12 with some packet for those that have no internet access.
SPED--Under the direction of each case manager. Combined in person/online/at home instruction determined by IEP.
Graduation Plan: Still working on it.
Use of Technology: Providing online K-12. Providing devices that students can use at home if they don't have sufficient device access.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

Each teacher will create a communication plan for their classes.
District is providing information via Swift K-12 on a daily basis at this point, as well as updating website with same information.
Providing best practices/tips tricks/resources through district web services

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

None yet. Working with regional health departments.

District / Charter Coronavirus Response Plan

Name   Michele Capps

Email   michele.capps@murtaugh.k12.id.us

District / Charter Name   Murtaugh

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Student Learning - We will start digital instruction March 30th for K-12. The few students who don't have devices are being given packets for the time being. We are working on SPED services with accomodations and still providing one on one services to assist with curriculum.

Lunch services will start March 30th

Food Pantry open

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

admin staff will continue to monitor online instruction and communicate regularly with staff
Certified staff will be providing digital content to students with daily communication
Technology staff is working remotely to support staff and students
Food service staff is working daily to provide breakfast/lunch

Student services staff are making "care calls" and depending on the positions serving special ed students, etc

Transportation staff is not running routes, but may be utilized to deliver packets or other necessities

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

We are prepared for a closure of any length and prepared to come back immediately if possible.

Working on SPED services and IEP plans and communicating with parents

Students will be able to meet graduation requirements with the online learning plans. We have communicated this to students.

All students 6-12 have District provided devices. Students K-5 have personal devices. We are working on making sure everyone has internet access even if we have to pay for it. A few elementary students do not have devices and we are creating packets until we can get this resolved.

We are cleaning all District facilities and buses using fogging machines. All sanitation protocols follow CDC guidelines.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

We have communicated with all parents and have each staff member assigned to 3-5 families to do weekly "care calls" to check on any needs.

All Middle/High school students have emails and teachers will be regularly communicating with them.

We will use class Dojo and parent emails at the elementary.

We also communicate through FaceBook and Txtwire and our school website.

Parents are able to be in DIRECT contact with at least one staff member at all times.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

We will reopen at the direction of the State, CDC and Health Department.

All District facilities will be cleaned prior to resuming normal operations.

We will use a fog machine on the buses daily, have hand sanitizer available at all times, provide disinfectant in classrooms, encourage good hygeine practices and be vigilant with cleaning all facilities.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name	Jane WArd
Email	jane@aberdeen58.orga
District / Charter Name	Aberdeen School District #58

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Our short and long term plan is to provide curriculum and assignments on Google Classroom and Zoom. We also will provide packets for students that don't have internet

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

All faculty and staff will work the hours they have been contracted for at school. Job descriptions may change, but work will be available. Teachers will prepare packets for students to pick up at school and provide assignments on-line as well. Pupil Service staff will be available to provide services through the phone or by appointment. Technology staff will maintain the same working hours and provide the service as they have in the past. Transportation will receive training and deliver meals to students who are not able to walk to school for the "Grab & Go" meal program. Other classified staff will be available to help teachers, administrators and others as the need arises. Custodial and maintenance personnel will be trained on how to properly clean and sanitize all buildings.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Teachers will work from lesson plans that will be provided to students on-line or through packets given out at the schools.

Special education IEP's will be conducted by phone unless it is requested to meet at school. In no case will any more than 10 people occupy a room. Special Ed. teachers will provide lessons either on-line or through packets.

Teachers are asked to continually be in contact by phone with senior students to assure their homework is turned in and they are doing what they need to in order to graduate.

Aberdeen School District has a 1 t0 1 ratio for student notebooks. Students may take notebooks home. Students will not share their notebooks.

Custodial staff will sanitize rooms each day

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

Communication with parents will be done through the local newspaper, flyers will be placed in local businesses, Administrators will use the "Remind" app., and the Aberdeen School District website will be updated regularly.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

When it is safe to return to school as identified by state and federal representatives, Aberdeen School District will resume normal operations. All buildings will be properly cleaned and sanitized before students return. Cleaning and sanitizing will continue as trained to do.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Dawnetta Earnest

Email   earnest.dawnetta@westada.org

District / Charter Name   Meridian Medical Arts Charter

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Our plan is to move to online learning approx. April 1, 2020 if we are going to be out for extended amount of time.
We rely on West Ada for our food and transportation. We will be OUT/online until until they return.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

My certified staff is on board and prepared for online learning. I do not know what I will do with my two classified employees. I have it in my budget to pay them. I am lucky we are small. I will have them find something to do for their required hours. I just do not know what that looks like right now. For the time being they have a few action items they are working on from home.

Transportation, technology, Food all supplied by WEST ADA and we are dependent on them for these services. My understanding is they are continuing full services for these unless something changes.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

I currently do not have any IEP students so I do not need to worry about those limitations. My 504 students have minimal accommodations that we are investigating to see if we will be able to provide for within an online learning environment. My counselor is working on this today.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

My staff have all set up zoom accounts. We had our first staff meeting today via zoom and it went perfect!
The only way I have to communicate with my parents is email. WEST ADA will not allow me access to the blackboard system. I do not know why and no one seems to be able to give me an answer. I have been working on this all year.
We will be utilizing Schoology for our potential online platform. It will work great but as of today they are still charging for the upgraded version that would allow my staff to communicate among one another. I have sent an email and left a VM pleading for them to open up the premium platform to schools for the next two months. Some help from the state on this would be amazing. Also, we have a few students who would need internet/upgraded plans. State influence for local companies to provide this until the end of May would help as well.
WE REALLY need some guidance from the state on what is going to happen with concurrent credits. We are getting 17 different answers from each individual university. They need to all be on the same page PLEASE. All of my juniors and seniors are basically full time college students based on the number of concurrent credits they take.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

We are currently making decisions based on
1. West Ada
2. CDC recommendations
My school is clean and sanitized. At this level of 'community spread' I feel confident that my school is safe and sanitary for my kids to return. The issue is the fear factor from my parents.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Kristin Foss

Email   kristinfoss@fernwaters.org

District / Charter Name   Fernwaters Public Charter School

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

We are using online instruction via G-Suite for Education, effective March 23 and extending this indefinitely, with weekly evaluations. Our parent-teacher organization is reaching out to families in need and offering support for food.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

Our staff of 6 teachers (2 of them part time aides, 1 of them part-time administrator) and business manager will be working from home and communicating with each other via the Internet.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)

- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Our students on IEP's will receive therapy services via telemedicine and individual appointments at the clinic. We offered all students laptops from the school. All students were sent home with their textbooks and supplies. We are coordinating with the University of Idaho Extension Office and The University of Idaho Cummings Ranch staff to offer classroom space with wifi for our students who lack this service at home. We will hire professional cleaning services to sanitize the building, and we will air it out.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

I am sending out daily updates via email and posting daily announcements to our school's private Facebook page. Our staff plans to meet on Zoom each morning Monday-Thursday. Parents and students have been provided staff cell phone numbers and email addresses, and they are encouraged to reach out.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

We don't have a concrete plan, and when I asked Eastern Idaho District Health for guidance on developing one, they were not able to offer any assistance.

District / Charter Coronavirus Response Plan

Name	Anthony Butler
Email	abutler@cambridge432.org
District / Charter Name	Cambridge School District 432J

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Our teachers have created 2 weeks worth of instructional material that will be delivered via normal bus route or picked up at the school.

Our buses are going to run their normal routes every day to deliver sack breakfast and/or lunch. Meals can also be picked up from the school cafeteria.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

We will continue to pay all staff their normal rates whether they are on site, working remotely, or on extended leave due to vulnerability.
Administrative staff will be on site a couple days and working remotely a couple days.
Certified staff will be working remotely and available via email (some have given their phone number out as well).
Tech staff works part time and will be working regular hours.
Food Service staff will be working modified hours that works with our feeding program.
Student Services staff will be given the option to assist with building cleaning, but may be on extended

leave.
Transportation staff will be working with food service by delivering food.
Some classified staff that are more at risk to the virus have been asked to take an voluntary extended leave in an attempt to preserve their health.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Every student has a packet of work that accounts for 2 full weeks of instruction. We had started the packets prior to deciding to close, so they are primarily review material. If we have to extend beyond 2 weeks, then teachers will have a full week of days to develop plans accordingly. About 1/8 of our student population do not have reliable internet access, so I asked teachers to do hard copies of all material.

Our case managers put together work and coordinated with parents on the plan for our current closure. If we extend our closure, then more communication and prep will go into this area.

Currently we are planning to keep graduation as is. By having students work on the packets, we are still fulfilling our instructional hours.

Cleaning staff is following CDC guidelines for all school buildings.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

We have called our parents to let them know of how/when they will get the work packets. We also let them know about the breakfast and lunch program. Secondary parents will receive a letter with the Q3 report card outlining our plan as well. Emphasis on continually checking the school website for updated information.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

We plan to open April 6th, but know that a lot can change in the next two weeks. We are considering checking temperatures prior to allowing students on the bus or in the school, but are not sure if that is legal at this point. All teachers were given paper towels and sanitizing spray to regularly clean desks, door handles and other frequently touched surfaces. Our custodians will continue to clean on a daily basis.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name	Melissa Andersen
Email	mandersen@northstarcharter.org
District / Charter Name	North Star Charter School

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

We closed to students March 16-17. During this time our teachers prepared to teach online. We checked out devices to families who needed them for online learning. Our entire school grades K-12 switched to online learning March 18-20. If our Board chooses to keep the school physically closed after Spring Break, we will resume with online learning March 30 and continue with this model until it is deemed to be safe to return to school or we reach the end of our school year on May 22. The North Star Board of Directors chose to close school for the safety of our families and staff and to "flatten the curve."

We do not provide food services at our school. Students bring their own lunches.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

Right now all our staff is working remotely: teachers are providing instruction remotely, administrators, business, technology support (including Powerschool) are also remote. Special education teachers and some paras are providing support to students and teachers remotely to monitor their IEP goals and support their general education learning. Much of our classified staff is on call if they are needed,

but most are simply at home. Our Board of Directors would like clear direction on how transportation contracts will be protected and funding provided.

3) **Learning Plans**

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

We are up and running with online/remote education. We had plenty of devices to check out to families who needed them. Our students and teachers are using SeeSaw, Google Classroom/Hangouts/Meets, Zoom, etc. to have "face to face" contact. Students are submitting work electronically. Teachers use these ways to connect as a means to take attendance. Frankly, our admin team is amazed with our staff and families and their flexibility in continuing education. It has been an easier transition for our older kids with steeper learning curves as we move down in grade levels. We have had some bumps these past two days, and we are working through them. With continued support from the SDE and Governor, we plan to end the school year on time; our school calendar states May 22. Our seniors will be able to graduate on time should we be allowed to continue educating as we are. The scheduled date is May 25. Our special education teachers are meeting remotely with their IEP students to assess where they are with their IEP goals and to address how they need to be supported in this new way of learning. Our custodial staff has been deep cleaning this week. Their company will be in Friday, March 20 through the early part of next week spraying and disinfecting.

4) **Communication with Parents**

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

We began communicating plans last week when we were still in session should we have to close. We began gathering data on families who had internet and devices; families with internet who would need devices; families without internet who would need hard copies; how families could check out devices and learning materials. Our high school teachers already used Google classroom regularly. Middle school teachers who didn't regularly use it began practicing with students. By the nature of elementary, these teachers had the steepest learning curve, however much of our elementary curriculum has a provided online component. They began communicating with parents about how to access.

All communication between stakeholders has been via email.

5) **Reopening/Continuing Normal Operation Plans** (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

We are currently in the process of drafting our reopening criteria and providing guidance to staff and parents to the CDC website regarding the dangers of travel and the benefits of self-quarantine. Our

cleaning company is currently sanitizing the building as I stated before. We will continue with increased daily disinfecting as have been doing the past two weeks should we reopen.

District / Charter Coronavirus Response Plan

Name   Tony Bonuccelli

Email   tonyb@moscowcharterschool.org

District / Charter Name   Moscow Charter

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

We will be all online utilizing google classroom, moby max, lexia and istation. We are contracted through Moscow School District for food service.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

Administrative Staff - Will work on campus to answer phones and run day to day operations

Certificated/Pupil Service Staff - Required to provide online lessons through google classroom, moby max, and alternative online sources. They will be required to keep a log of lessons that equate to four hours of daily work. They will also be required to contact families by phone at least once a week. They will have the option to work from home or at school. Daily communication with the administrator via zoom or telephone

Technology Staff - In charge of keeping online logistics going

Food Services Staff - NA
Student Services Staff - Remote
Transportation Services Staff - NA
Other Classified Staff - Will work at the school to help support teachers or come up with resources remotely

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

I feel confident we can plan out learning as long as the closure is needed. All students will have access to online materials and lessons. All students will have access to the internet as conducted through a previous survey. Those students that do not have devices will be issued devices.

Special education services will be provided either in person by appointment or online.

Our cleaning staff will clean daily

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

Parents and guardians will be communicated to through email, facebook, and phone

Classroom teachers will communicate to students through online lessons and phone calls

Communication to instructional staff will be through email, in person, and zoom

Staff will utilize all online resources that are suitable for their needs

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

Once the decision is made to resume families will be contacted through email and facebook. Secretary and admin will be available to answer questions by phone. Sanitation will take place like it was previously with extra effort put towards surfaces and washing hands.

District / Charter Coronavirus Response Plan

Name	ROBERT WAITE
Email	rob.waite@shoshonesd.org
District / Charter Name	Shoshone

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Student learning: short term we believe we can close for 2 weeks and still meet the minimum time requirements with a slight daily schedule adjustment. If longer then 2 weeks, our plan is to offer a combination of online work, and packets. However, we have not been able to come up with a way to implement the special ed portion of that plan.

Food: We have a back pack program with Idaho food bank which covers our most vulnerable students. We believe we could offer lunches as we do in the summer, but are in wait and see mode as to if we would implement that or not.

Child Care: If we have large groups of children in the school, why wouldn't we have school?

Health Clinic: NA

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

Our plan is for Administrative Staff, Certified, and technology to work from home if we implement

online learning. Food services would have skeletal crew of 1-2 people at a time if we do the summer lunch type of program. Secretaries have own office and they could combine working from home with a short time each week on campus, mostly for the backpack food program. For support services, transportation, and other classified staff (those not needed for online learning) we will accept guidance from State regarding transportation and those that classified that work directly with children. Honestly, if we go online we don't need them, for the good of the country would like to pay them, but would appreciate direct guidance on funding for those position from the State.

3) **Learning Plans**

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Each teacher is prepared and able to go online/pick up packet of work for an extended closure. Special ed, we will need more direct guidance, we are considering if no regulations are waived in that area, to have a time of one on one offered. Graduation plans, online work will allow those seniors that complete the work to graduate on time. Technology, we have already distributed tech devices to the students. Emergency cleaning protocols have already been implemented, we have authorized overtime and trained those workers for best practices for this virus.

4) **Communication with Parents**

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

We have mass communication protocols already in place and have been using them.

5) **Reopening/Continuing Normal Operation Plans** (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

I realize it appears we are the only one following the actual emergency plans we have in place. Our plan for this is extremely clear, we seek and follow the advice/directive of the "local and state health officials."

If they advise us to shut down, we shut down. If they don't we will stay in with the precautions they suggest we implement. If they do suggest closing, then we will reopen when they suggest reopening and upon reopening, we will follow the protocols they suggest.

Our plan, which we have been following, is to follow local and state health officials directives during this crisis. We should follow the plan!

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Brady Dickinson

Email   dickinsonbr@tfsd.org

District / Charter Name   Twin Falls School District #411

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

> 📄 **pdf** TFSD #411 Master Plan.pdf

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name Jamie Holyoak

Email jholyoak@sd148.org

District / Charter Name Grace Joint School District #148

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

docx COVID 19.docx

docx COVID-19 Meal service.docx

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

We are utilizing Google classroom as our learning platform each teacher is uploading 4 hours worth of course work/student/day. Teachers are providing students with a minimum of 20 hours of instruction each week. Teacher have designated office hours during which they are available for student questions. We are serving Breakfast and lunch in two locations daily on our districts campuses using the seamless summer option provided by the state department of child nutrition.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

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- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff

- Other Classified Staff

Staff Work Plans

Administrative staff are on location in the district from 9 am to 2 pm M-Th.
Certified/Pupil service staff are onsite 1 day per week and have 2 hours of designated office hours every day (office hours are not required to be onsite).
Technology staff are working 2 days per week onsite and 2 days remotely.
Food service staff are working 4 hours per day M-Th
Student Service staff are onsite 1 day per week working remotely 3 days per week and available by appointment.
Transportation Director is onsite 4 days per week. Drivers are being brought in for training 4 hrs weekly.
Maintenance Director onsite 4 days per week.
Other classified staff are scheduled on site 1 day per week and other hours as needed.
We have Identified 7 staff members 3 certified and 4 classified that are at-risk, we have asked them to work remotely and not visit campus at all during the closure.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Our plans are fluid as the situation is fluid. Our staff received in-service training on Friday Mach 13th on google classroom. We were fortunate to have people from the state department of education with us for that in-service. Student surveys regarding internet reliability and number of devices were delivered to the students and parents. Students with limited internet or devices were contacted by the district and arrangements were made for them to check out devices, as well as come onsite for use of computer labs. Special Education Individualized plans have been reviewed and updated based on an online format. Many plans have been converted to paper packets, much of our lower elementary grades pre-k through K are paper packets that are available at each building. Cleaning and sanitation protocols have been put into place in our maintenance and transportation departments. Disinfectants have been upgraded to hospital grade. Students who are allowed on our campus for internet use are limited to groups of 10 or less and spaced more than 6 feet apart.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

District has established communications through Facebook, Alert Sense text blast, Google classroom, and the district website. I have uploaded two videos one prior to closure and one just after the closure. Those videos are available at the district website: http://www.sd148.org/

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations

- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

Our administrative team in consultation with our local health department are working on reopening procedures and protocols.

March 13, 2020

Good morning Grace Joint School District families and staff,

This communication is regarding the district's response and management of the COVID-19 virus and its impact to our families and students. In addition to the work below, we are meeting on a regular basis with regional Health Directors, representatives from the State Department of Education, and other school districts in Southeastern Idaho.

We are working through a time where there is a great deal of information and it is hard to know what information you should listen to. We are continuing to work with a high degree of cooperation with the Idaho State Department of Education (SDE), the Southeast Idaho Health Department and other state agencies. Per the SDE, we are currently in *communication mode.* What does that mean? It means we are working in collaboration with state agencies and other educational institutions to proactively prepare for a variety of scenarios from 1-2 confirmed cases to widespread occurrences throughout our community and help mitigate community spread of the disease. In the meantime, it is worth restating: **At this time, there remain no confirmed cases of the coronavirus (COVID-19) in Idaho and the risk of the average citizen contracting the disease remains low.**

I would like to take a moment and cover some pertinent information as we navigate these next weeks:

Deep Cleaning:

In consultation with state health officials, there is no formal definition of "deep cleaning." our schools upgraded cleaning materials and practices in February due to the aggressive flu season. Currently, we exceed the Department of Public Health recommendations for cleaning and disinfecting.

Busses:

All busses are disinfected nightly.

School Events:

All events meeting the following criteria are cancelled when:

- The event will draw audiences or participants from communities, states, or countries with confirmed community spread of COVID-19 disease.
- The event will be held indoors and bring together more than 250 individuals.
- The event's primary audience includes or may expose high-risk populations, including adults over the age of 60 years and people with underlying chronic medical conditions like heart or lung disease or diabetes, regardless of the number of attendees.

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Field Trips:

<u>Out of State:</u> At this time, all field trips out of state will be reviewed on a case by case basis to determine if they will be canceled or rescheduled.

<u>In State</u>: At this time, in state field trips will be reviewed on a case by case basis to determine if they will occur, be canceled, or rescheduled.

Activity Travel Guidance:

- Athletic/activities director will communicate directly with participants about any other in-state/out-of-district or in-district events and activities on a case-by-case basis utilizing the best information on hand at the time the decision is made.
- We encourage staff and families to refer to CDC best practices for all personal non-essential travel, especially during spring break.

Learner Attendance Impact

- If we are required to close our schools, learners will not be charged an absence during that time, similar to a snow day.
- If a learner contracts COVID-19 or chooses to stay home to avoid contracting COVID-19, we will work with their family on a case-by-case basis.
- Per recommendations from the CDC and local health officials, Grace School District will be suspending all attendance initiatives until further notice.

Distance Learning:

- Idaho State law requires school districts to provide 990 hours of instruction for all students. Currently, there is no provision in this state law to provide for alternative school days which count toward the 990 hours of school that districts are required to

have. The Idaho state department of Education has asked that we create a contingency plan for delivering our curriculum in the event that we are directed to close our schools.

- **a.** Our school district has opted to utilize goggle classroom as a platform for delivering instruction in the event that we are forced to close. Your student has been assigned a district hosted email address from which they will access their course work. Our teachers were trained in a district in-service this morning on how to upload content. Teachers have been instructed to upload content in their specific assignments a week at a time.

Continued Personal Safety and Precautions:

As stated in our previous communications, we are asking to adhere to the CDC's recommendations of washing hands with soap and water for at least 20 seconds, sneezing and coughing into your elbow, staying home when sick, and avoid touching eyes, noise, and mouth as much as possible.

Food Services

Cafeterias are cleaned and disinfected daily as per health department guidelines. Procedures in all schools have been modified where necessary so that all students have the opportunity to wash their hands before lunch.

Credible/Reliable Information

Please seek information from reliable sources: http://coronavirus.idaho.gov/resources-for-schools/

https://www.cdc.gov/coronavirus/2019-ncov/downloads/considerations-for-school-closure.pdf

Our priority continues to be the safety, health, and well-being of our staff, learners and school communities. We will continue monitoring any developments and plan accordingly in partnership with local, state, and federal authorities. As you have likely observed from media reports, this situation is changing rapidly from day-to-day and even minute-to-minute. You can expect to receive timely, useful information from us as accurate updates become available.

 Jamie Holyoak
Superintendent
Grace Joint School District #148

Grace food service would like to thank everyone who supported our meal service today. Unfortunately we did not anticipate the number of children we would serve and therefore ran out of food prior to 12:30.

Starting tomorrow March 19th we will be serving lunch from 11:30 until gone. We will to make a sufficient number of meals to meet the need.

Today was a trial run and we had not idea in preparing how many meals we might need. We will be better prepared tomorrow. Thank you for your patience.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   James Gilbert

Email   Gilbert_jg@mtnhomesd.org

District / Charter Name   Mountain Home School District

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

 MHSD #193 Closure.docx

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

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- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   David Carson

Email   dcarson@hansenschools.org

District / Charter Name   Hansen SD #415

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Student learning- through online resources, packets of information mailed or dropped off, group chats, facetime, electronic text books, learning games for younger grades, google classroom
Food Services- normal lunch program and the summer lunch program
Child Care- no plans for this at this time
Health Clinic- none in our community

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

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- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

Administrative Staff- telecommuting and onsite
Certificated/Pupil Service Staff-telecommuting and onsite
Technology Staff- telecommuting and onsite
Food Services Staff- on site
Student Services Staff- telecommuting and onsite
Transportation Services Staff- onsite
Other Classified Staff- custodial and maintenance staff is still needed and need to keep their jobs

Our philosophy is we will be as flexible with people as we can and utilize all avenues to keep our classified staff employed and certified staff educating and working with students.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Short Term Closures and Extended Closures- we are as prepared here as we can be in a few days. Teachers have lesson plans for a week created to teach remotely
Special Education/Individualized Education Plans- Our special services director is on top of this and will be monitoring as needed.
Graduation Plans (assuring students they will still be able to graduate)- traditional plan in place, this is where we need assistance on requirements if we can't meet them.
Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)- have multiple resources available for this, surveying parents, students and staff to better assess needs. After that we will work out solutions to issues found.
Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures- custodial and maintenance staff on site doing this during working hours.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)- use powerschool (phone, text and email systems) and social media
How to communicate with school during closure- covered in above comment
How to communicate with instructional staff regarding student course work- email, staff texts and social media
How to connect to school resources- same as answer #1

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

Draft criteria for reopening, resuming normal operations- need help with this, don't have much
Cleaning and sanitation protocols prior to resuming normal operations- ok here
Daily cleaning and sanitation protocols during normal operations- ok here

District / Charter Coronavirus Response Plan

Name	Jill Hettinger
Email	jhettinger@pistem.org
District / Charter Name	Project Impact STEM Academy, #513

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

(NOTE: I did complete the form the first time it went out - but I see that now you have put more detail into the questions, so I have added information to each section. You can just add my two responses together. I tried not to repeat myself.

For both short and long closures related to Covid-19, we will enter into an online school model. Our students in grades 4-10 already use Summit Learning so the transition for us will be a little easier than for some, however, Summit is not enough. At all grade levels students will have a Google Classroom page for each subject. In Google Classroom they will have an outline for the day of how they are expected to spend their time and what time they are to connect with their teacher in Google Meet. In Google Meet teachers can provide information to students, have students share projects they have completed, etc. Teachers can create small groups to work with each other on something, or entire class discussions. Students will also be monitored through GoGuardian during school hours. Students can communicate with their teachers and peers through Google Classroom and through the chat in the Google Meet. They can also contact their teacher through the chat in GoGuardian and through comments in Summit Learning assignments. Younger students will have weekly packets that they will need to pick-up to go in conjunction with the Google Meet (unless the parents choose to print the materials). During RTI time in grades K-8, students will work in smaller groups with some of our K-8 certified specialist teachers, our core teachers, and paras to get deeper instruction in Math and Reading - just like in the physical classroom. We will continue to make use of some of our online platforms, but we will not exclusively uses these. These include: Reading Horizons, Freckle Math, and Imagine Math.

Child care, our PTA can help parents find other families that can help, but also the Kuna Boys and Girls Club has committed to staying open as long as they can.

Food Services: We do not have a free and reduced lunch program at PiSTEM, but Kuna School District & the Boys and Girls Club are working together to provide Grab and Go Lunches and Breakfasts for all

students in Kuna under the age of 18 at three sites (Ross Elementary, Reed Elementary, and Kuna HS), the students do not need to be a Kuna School District student - so our students can benefit from this also - Thank you Kuna School District and Boys and Girls Club.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options– Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

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- Technology Staff
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- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

As long as the state allows it, I am allowing my staff to choose the option that is best for them: telecommuting or on-site. I do not want staff that is sick to be at the building. We are moving to a virtual platform and we need to get comfortable with how it looks and feels. It is challenging and I feel disconnected working form home, but I also know that I trust my staff. I check in with my staff to make sure things are progressing and I have access to all of their Google Classrooms, which allows me to pop into any of their Google Meets and to see what they are assigning students. My classified staff is likely going to have reduced hours, but we can have them help with photocopies and running our Monday drive-thru pick-up and drop off of paperwork/books/etc. The main role of the classified staff will be in helping with RTI and pulling small groups when students struggle. As a staff we voted to move our shortened Wednesday to late start Mondays, so that parents have time to pick up any new work for the week on Monday morning. We will assign parents time slots - based on last names and availability, and start classes later on Mondays. We contract our transportation, so that has been suspended until we resume. We do not have a lunch program. Our technology person is working on getting devices pulled for students to check out and get other tech-related items organized and ready.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Any closures following Spring Break will be supported with online learning, both short and long. (see information in the previous submission)
IEP students will be supported through a combination of virtual calls/meets and packet materials that can be picked up through a Monday drive-thru pick-up system or by printing at home (whichever the parent prefers).
We do not have any senior students this year.
We will provide students with devices that do not have access at home. We conducted a technology survey to identify need. We are working with parents to help provide them with ideas for how to access WiFi. We are now down to about 4 families that we still need to find a solution for.
(see cleaning procedure below)

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

We have not decided on long-term closure yet, but we are already communicating with parents about what it will look like if we do. This give them time to come up with their own plan for child care, etc. We conducted a technology survey that was very detailed, but with easy multiple choice answers. I have found that information that we got from this to be adequate to make good decisions (if anyone would like to see this I can share it).

Parents still are communicating with teachers via ClassDojo and e-mail and this will not change.

We have pushed out additional contact information for parents if they need help with technology, etc. and provided the admin cell number for the new contact number if they need to reach the school. We have a receptionist at the school still - but as this may change - we are moving primary contact to the admin cell number.

We will be creating a page on our website for additional resource information, but currently, we are pushing this out through ClassDojo, email, and Facebook.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

After closure, our cleaning company completes a thorough cleaning of our buildings using the CDC recommending cleaning solutions, they approximate a two day period that they will need to complete their protocols.

During normal operations, while Covid-19 has been a concern we had students wipe their Chromebooks down daily with 70% isopropyl alcohol wipes (made with coffee filters and 70% isopropyl alcohol and stored in Rubbermaid storage containers). Tables and desks were cleaned after each rotation of students with either Clorox/Lysol wipes or a Clorox solution. Door knobs, crash bars, and light switches were wiped down daily. Students were taught handwashing procedures and reminded to wash hands. Handwashing signs were posted on doors entering and exiting bathrooms and protocols were posted by sinks. Prior to eating lunch or snacks students were given hand-sanitizer. Our janitorial crew cleans on Wednesday and Fridays, their protocol has always included cleaning all tabletop surfaces - as well as the standard items.

District / Charter Coronavirus Response Plan

Name   Brad Malm

Email   bmalm@troysd287.org

District / Charter Name   Troy School District #287

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

> **pdf** Troy School District Coronavirus Response Pl…

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options– Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

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- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Troy School District #287 Coronavirus Response Plan

- Troy School District closed school starting Tuesday, March 17, 2020 through Friday, March 27, 2020. Spring Break is scheduled for March 30-April 3, 2020. We anticipate class resuming on Monday, April 6th. This is subject to change as new information becomes available.

- Tuesday, March 17th- Friday March 20: Certified and classified staff members returned to work to use this time to prepare for alternative methods of instruction "at home" learning. This includes online work, or developing work packets for parents to pick up.

- Monday, March 23-Friday March 27: Certified and classified staff and administrators will be at school during regular school hours. Secondary teachers will have online video office hours through "zoom." Communication through email and phone calls is required at a minimum weekly.

- For those who need help with internet accessibility, hot spots have been set up at the Lion's Club Hall from 9 AM – 3 PM every week day. There will be staff there to answer questions.

- Breakfast and lunch will be available for pick up at the TES lunch room and at the library on Main Street.

- Special Education/Individualized Education Plans: All IEP modified assignments are of the packets and related services are scheduled to continue.

- Graduation plans: At this time graduation plans have not been altered. Graduation requirements will be met through "at home" learning.

- Communication with Parents: Communication will be done through Facebook, Email, & District Website.

- Protocols for reestablishing normal operations:
  - Maintain regular communications with the local public health department.
  - Work with the local public health department to determine what additional cleaning protocols, if any, should be deployed at the school prior to reopening the school.
  - Determine the timing of return of students and staff, and any additional steps needed for the school to reopen, in consultation with the local public health department.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Monti Pittman

Email   mpittman@k12.com

District / Charter Name   Idaho Technical Career Academy

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

📄 pdf ITCA COVID19 Plan Considerations.pdf

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

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- Other Classified Staff

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
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Instructional Plan				
Families	**Process**	**Person/People Responsible** (Who is accountable for ensuring the process outlined is being followed?)	**Communication Plan** (Who needs to be informed and who is doing the informing?)	**External Stakeholder Considerations** (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
What do we have when students are sick and cannot attend for periods of time?	Same as any illness	Teachers	Teachers	If ADA drops significantly: Board, ID State Dept of Ed
What if the LC is the person sick?	N/A	N/A	N/A	N/A
What flexibility do we have within our attendance policies that we can potentially excuse some hours/time/assignments and not have this impact funding?	One week extension	Teachers	Student/Teacher	N/A
How will any of these plans be communicated with families?	School newsletter, email	Operations Manager	Advisory (Smore)/Ops or Registrar(email)	N/A
Teachers	**Process**	**Person/People Responsible** (Who is accountable for ensuring the process outlined is being followed?)	**Communication Plan** (Who needs to be informed and who is doing the informing?)	**External Stakeholder Considerations** (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
What is your sick leave policy for instructional staff?	Policy #707.1	HOS & HR	Teachers/HR, Leave information is provide by HR at the beginning of each year to all staff. HR will re-send the sick leave policy to all staff by Friday, March 13th.	N/A
What if teachers run out of sick time but are still sick?	Refer to Sick Leave Bank (Policy #707.1)	HR	Teachers/HR	N/A
Is it possible to start "teams of teachers" up if not already in place to help with coverage?	Yes	HOS & HR	HR	Board (if subs are needed)

Can we have pre-recorded sessions in advance for key lessons?	Collect curriculum maps for last year from teachers. If a teacher goes out sick, and we can't get a sub, align curriculum map from last year to this year, pull CC recordings and distribute to students.	HOS & Lead Teacher	Teachers/Lead Teacher	
What is the contingency plan? What must be completed by the end of the school year to complete and pass courses?	Advise teachers needs to start working on contingency plans	HOS & Lead Teacher	Teachers/Lead Teacher	N/A
How will this information be communicated to teachers?	Faculty Meeting (Zoom)	HOS & Lead Teacher	Teachers/Lead Teacher	N/A
How will this information be communicated to families?	Teachers will inform families if a contigency plan is required.	Lead Teacher	Lead Teacher	N/A

Testing Plan				
Preparation	**Process**	**Person/People Responsible** (Who is accountable for ensuring the process outlined is being followed?)	**Communication Plan** (Who needs to be informed and who is doing the informing?)	**External Stakeholder Considerations** (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
We will need to develop a documented process to show the efforts we will be making during this testing season.	Plan already in place - Disinfecting Guide, health information in Smore testing newsletter.	Admin/Testing Coordinator	Disinfecting Guide will be provided to proctors during proctor training (4/3). Smore newsletter will be sent to students/families on 4/10.	N/A
How will staff be trained on this process, and then how will it be shared with families?	Train staff during proctor training (4/3). Information will be sent in a smore newsletter on 4/10	Admin/Testing Coordinator	Disinfecting Guide will be provided to proctors during proctor training (4/3). Smore newsletter will be sent to students/families on 4/10.	N/A
What is the process for sites/staff to request extra resources (gloves, hand sanitizer, tissues, masks, Clorox wipes, etc.)?	Staff can submit requests to Testing Coordinator or purchase materials and submit for reimbursement.	Testing Coordinator	This will be messaged during the "health" portion of proctor training.	N/A
What are your staff policies about proctoring? What if a proctor is attempting to opt-out?	We have specific leave policies, and proctoring tests is a requirement of staff job descriptions. Individual circumstances will be dealt with, as needed.	HR/HOS	Communication to individuals, as necessary.	HOS/Possibly the School Board
Logisitics on-site	**Process**	**Person/People Responsible** (Who is accountable for ensuring the process outlined is being followed?)	**Communication Plan** (Who needs to be informed and who is doing the informing?)	**External Stakeholder Considerations** (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
What is the process for staff and children to have extra restroom breaks to wash hands frequently?	Breaks are planned within each testing session. Proctors can watch for additional need and provide as necessary.	Proctors	Proctors - information will be provided during proctor training (4/3).	n/a
What will the process be to ensure clean/disinfected working stations between testing periods?	Proctors will refer to the Disinfecting Guide.	Admin/Testing Coordinator/Proctors	Proctors - information will be provided during proctor training (4/3).	n/a

Opt-Outs	Process	Person/People Responsible (Who is accountable for ensuring the process outlined is being followed?)	Communication Plan (Who needs to be informed and who is doing the informing?)	External Stakeholder Considerations (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
What is your school's testing opt-out policy for students?	No formal opt out. If a family contacts teacher/staff, teacher/staff encourage families to attend testing. If family does not show up to testing and they are noted as a refusal, student is not rescheduled. We will keep a list of COVID-19 refusals to submit as evidence to the SDE for participation deficiencies, if needed.	Admin/Testing Coordinator	Proctors - information will be provided during proctor training.	We will notify the SDE of opt outs due to virus concerns
What impact does this policy have on your state accountability?	Idaho does not have an opt-out policy. We are required to reach 95% tested. Students who do not test are counted toward the 5%.	N/A	N/A	N/A
If you are collecting forms for opt-outs, what email will be used to collect these responses?	N/A	N/A	N/A	N/A
State Considerations	Process	Person/People Responsible (Who is accountable for ensuring the process outlined is being followed?)	Communication Plan (Who needs to be informed and who is doing the informing?)	External Stakeholder Considerations (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
Will you be held accountable for participation and proficiency for all students?	Yes - participation for students enrolled through 5/1, and proficiency for students enrolled through 56th day of school year. The SDE has sent an inquiry about this to the federal Dept of Ed, so requirements could change. Until then, we move forward as usual.	Admin/Testing Coordinator	N/A (unless requirements change)	We will work with SDE and Board as needed.
If there are changes made to this, how will you notify your staff?	Testing Coordinator or Ops Manager will message staff if changes are made.	Admin/Testing Coordinator	Testing Coordinator or Ops Manager will message staff if changes are made.	We will work with SDE and Board as needed.
If there are changes made to this, how will you notify your student body?	HOS, Teachers & Advisors will message students/families of any changes to the current process.	Admin/Testing Coordinator	HOS, Teachers & Advisors will message students/families of any changes to the current process.	We will work with SDE and Board as needed.

Which staff at your school are responsible for keeping up to date with Department of Education updates related to this topic?	Admin/ Testing Coordinator will monitor information provided by the SDE.	Admin/Testing Coordinator	Admin and/or Testing coordinator will share any information received with the team.	We will work with SDE and Board as needed.

Office Plan				
General Office	**Process**	**Person/People Responsible** (Who is accountable for ensuring the process outlined is being followed?)	**Communication Plan** (Who needs to be informed and who is doing the informing?)	**External Stakeholder Considerations** (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
What factors will determine when to close your office?	Boise/Meridian/Nampa Public School Closures - If local public schools close because of heightened infection risks, the Meridian office will implement remote working conditions for office staff with modified work duties assigned as needed. These work conditions can remain as long as local school districts communicates district-wide school closures.	HOS	Office Staff/HOS	School Board
How will the office closure be communicated to office staff?	Phone/text/in-person	HOS	Office Staff/HOS	N/A
How will the office closure be communicated to virtual staff?	Email	HOS	Virtual Staff/HOS	N/A
What accountability measures will you have in place to ensure projects stay on track and staff are remaining productive?	Continue to monitor progress as usual.	HOS	Staff/HOS	N/A
Do staff have appropriate accounts (ie: Zoom, Skype, etc.)?	Yes	Operations Manager/K12 Tech Support	N/A	N/A
Mail	**Process**	**Person/People Responsible** (Who is accountable for ensuring the process outlined is being followed?)	**Communication Plan** (Who needs to be informed and who is doing the informing?)	**External Stakeholder Considerations** (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
What is the process to defer/hold mail with the local post office?	We will have a rotation of staff to visit the office to monitor any mail. If we decided to hold mail, Jennifer will contact the USPS.	Registrar	Registrar/HOS	N/A
Who is going to be responsible for ensuring mail is received and sending notification to appropriate staff?	Registrar	Registrar	Registrar/HOS	N/A

Faxes	Process	Person/People Responsible (Who is accountable for ensuring the process outlined is being followed?)	Communication Plan (Who needs to be informed and who is doing the informing?)	External Stakeholder Considerations (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
Do you have an e-fax setup?	Yes	Registrar	Registrar/HOS	N/A
Do you have a phone line we could re-purpose to be an e-fax?	N/A	N/A	N/A	N/A
E-Faxes can be acquired through the regional help desk for $12.50 per month per line (additional phone lines may be required)	N/A	N/A	N/A	N/A
What is the process for e-faxes? Who does/would receive them?	Registrar recieves faxes via email	Registrar	Registrar/HOS	N/A
Student Files	Process	Person/People Responsible (Who is accountable for ensuring the process outlined is being followed?)	Communication Plan (Who needs to be informed and who is doing the informing?)	External Stakeholder Considerations (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
Will there be a need to keep any paper copies of any physical files during this closure? Lock-box would need to be provided to any staff that will be responsible for paper files during this closure.	Keys kept in central location in Registrar's office. No physical paper files will be removed from the office.	Registrar	Registrar/HOS	N/A
How are Records Requests going to be fulfilled?	One person will monitor the office daily.	Registrar	Registrar/HOS	N/A
If any paper records will be used, will staff have access to a shredder?	Yes	Registrar	Registrar/HOS	N/A
FERPA compliance should be considered when determining the above processes.	*NA*	*NA*	*NA*	*NA*
Equipment	Process	Person/People Responsible (Who is accountable for ensuring the process outlined is being followed?)	Communication Plan (Who needs to be informed and who is doing the informing?)	External Stakeholder Considerations (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)

		Person/People Responsible (Who is accountable for ensuring the process outlined is being followed?)	Communication Plan (Who needs to be informed and who is doing the informing?)	External Stakeholder Considerations (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
Is there enough equipment on-site for each office staff member to have at least a computer to work from home?	Yes	N/A	N/A	N/A
Will anything need to be printed during this time? Are there enough printers on-site to send home with staff to fulfill this need?	Printers will not be sent home. No need for printer.	N/A	N/A	N/A
What other resources (ink, paper, VoIP, Google Voice?) are needed to be able to perform their job?	VPN	Operations Manager	K12 Tech Support	N/A
Will we have any Accounts Payable (AP)/Payroll items that will need to be distributed during this time? Does the AP have the resources to be able to perform these job functions from home?	Yes/Yes	Registrar	Registrar/HR	N/A
HR and Finance compliance should be considered when determining the AP processes.	*NA*	*NA*	*NA*	*NA*
Office Phones	**Process**	**Person/People Responsible** (Who is accountable for ensuring the process outlined is being followed?)	**Communication Plan** (Who needs to be informed and who is doing the informing?)	**External Stakeholder Considerations** (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
Where will calls be directed?	Will be directed as normal	Registrar	Registrar/HOS	N/A
How will staff respond to these calls/messages?	Normal response	HOS	Staff/HOS	N/A
How will staff be notified of a voicemail?	VM are forwarded via email	HOS	Staff/HOS	N/A
Project Assignments	**Process**	**Person/People Responsible** (Who is accountable for ensuring the process outlined is being followed?)	**Communication Plan** (Who needs to be informed and who is doing the informing?)	**External Stakeholder Considerations** (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
Are there staff that will need different projects assigned to be able to fulfill 40 hours working while not in the office?	N/A	N/A	N/A	N/A

What projects will be difficult to complete from home and need additional follow-up?	N/A	N/A	N/A	N/A

				Other Plan		
Board Relations	**Process**	**Person/People Responsible** (Who is accountable for ensuring the process outlined is being followed?)	**Communication Plan** (Who needs to be informed and who is doing the informing?)	**External Stakeholder Considerations** (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
How will information in this document be provided to your board?	Board Meeting	HOS	Board/HOS	Board
Enrollment	**Process**	**Person/People Responsible** (Who is accountable for ensuring the process outlined is being followed?)	**Communication Plan** (Who needs to be informed and who is doing the informing?)	**External Stakeholder Considerations** (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
Is your state going to allow/suggest students enroll with you later than usual to help B&M schools?	No	N/A	N/A	N/A
What is the requirement to enter your school at this time?	N/A	N/A	N/A	N/A
If there is an alternative learning document provided by your state, how will this be communicated to the Enrollment Center and families in the pipeline?	N/A	N/A	N/A	N/A
Events	**Process**	**Person/People Responsible** (Who is accountable for ensuring the process outlined is being followed?)	**Communication Plan** (Who needs to be informed and who is doing the informing?)	**External Stakeholder Considerations** (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
Do you have any upcoming PDs planned?	Yes	HOS	HOS	N/A
How are face-to-face Related Services being provided?	Same as usual	N/A	N/A	N/A
Are there any planned face-to-face board meetings that may need to be moved to a virtual setting?	Yes	HOS	Board/HOS	N/A

Will you continue to host face-to-face engagement activities?	Yes	Registrar	Registrar	N/A
Blended Learning	**Process**	**Person/People Responsible** (Who is accountable for ensuring the process outlined is being followed?)	**Communication Plan** (Who needs to be informed and who is doing the informing?)	**External Stakeholder Considerations** (Does this information depend on someone else or does someone else need to be notified/involved in the decision- ie: board, dept of education, etc.)
What factors will determine when to close your site(s)?	N/A	N/A	N/A	N/A
How will the site closure be communicated to staff and families?	N/A	N/A	N/A	N/A
What other factors need to be considered (ie: janitorial, repair work, etc.) at Blended Learning?	N/A	N/A	N/A	N/A

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name jerry keane

Email jkeane@sd273.com

District / Charter Name Post Falls School District #273

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

docx Child Care.docx

docx Dear Parents and Guardians.docx

docx Educational Opportunities.docx

docx Meals.docx

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Please see attached documents.   We are in the process of developing specific plans regarding providing more detailed and substantive students academic supports during the closure. This effort is extremely complicated considering the ramifications of Special Education requirements.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all

staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

All staff is on call as needed. District and Building Level Administrators have met to provide specific guidance to other personnel groups. Our emphasis has been on identifying personnel to provide student meals and child care. We are currently developing a specific plan to provide training to teachers regarding providing meaningful academic supports during school closure days. Staff assisted with the "open houses" for students (parents) to pick medications, books, band instruments etc. We have reached out to paraprofessionals to assist with our child care efforts. We will be using buses next week to assist with the delivery of student meals to regional pick up points. Technology, custodial and maintenance, food service staff and district office staff have all been working as usual during the school dismissal. Of course, vulnerable staff have been excluded from working on site.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

We are continue to deep clean our buildings that have human traffic for child care, food service or teacher work. As mentioned above, we have provided all families with a list of online educational opportunities while we continue to develop learning plans for short term and longer term closures. However, we note it is extremely difficult to provide equivalent academic supports for special education students. We are and will continue to have our required special education meetings via phone. We will seek clear guidance regarding how to continue to prepare students for graduation. No matter what, it is going to be impossible to hold students accountable for work at home with the exception of students who are enrolled in dual credit classes through the universities and community colleges. We hope to develop academic supports to students who do not have internet accessibility. Part of our planning is to consider checking out chromebooks to students without a device. More thorough preK-12 learning plans will be developed in the coming days and communicated with families in the event that an extended closure is necessary.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

We use our Skylert Communication system and our website to communicate regarding all of the above

information to our parents. All teachers have direct contact with their parents via email, skyward and google.

5) **Reopening/Continuing Normal Operation Plans** (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

Our biggest challenge for re-opening school is finding enough staff to safely operate. With have 20% of staff residing in Washington and another 30% residing in Coeur d' Alene. We had a number of staff indicate on Monday (prior the decision to close through April 6 (our spring break) that they were either self-quarantined based on family or personal health issues and/or not coming because they were unable to find child care. If we have information that allows us to continue to open schools, we will advise staff and students (parents) to stay home if they are ill or have compromised health. We will continue our cleaning and sanitation protocols that have an emphasis on disinfecting all surfaces on a continuous basis and hiring additional cleaners in the evening.

Dear parents and guardians,

Emergency K-5 childcare will be available starting this Thursday at Mullan Trail Elementary and Ponderosa Elementary and will be limited to Post Falls School District students whose parents or guardians work in healthcare or emergency services. Parents must show valid work ID for enrollment in the Emergency K-5 Childcare Program. The hours are 6:30AM – 6PM weekdays.

Unfortunately, our usual child care program **will not reopen at this time** for currently enrolled GAP families. Our immediate focus will be establishing care for children of our partners who work in hospitals, public health, police, fire and emergency medical agencies. Later, we will re-evaluate our GAP program capacity to determine if we can resume care for currently enrolled GAP families.

We understand this decision will be a hardship for families who rely on GAP, especially during this public health emergency. We are sorry for this inconvenience and are working hard to be able to restore childcare for you. For families that have prepaid for GAP, a credit for these unavailable days will be applied to your account.

The emergency childcare service is available to enrolled Post Falls School District K-5 students of anyone who works at Kootenai Health, Heritage Health, Panhandle Health District, Northwest Specialty Hospital, Spokane hospitals, nursing care facilities, hospice, Idaho Department of Health and Welfare Child Support Services, law enforcement, fire, EMTs and other emergency services.

Those who wish to enroll a student in our Emergency K-5 Childcare are asked to [register now here](). If you qualify for emergency care and already are enrolled in Post Falls School District, we still need you to register again using this form.

If you have any questions, **please call us at the GAP main office 208-777-8251**

Thank you.

Dear Parents and Guardians,

Actions taken throughout our state last night and the most current recommendation from the CDC to limit gatherings to 50 people has required us to re-evaluate our position on school closure. As we said in yesterday's correspondence, the COVID-19 situation is very fluid. Currently district employees have self-quarantined and/or face other health issues which makes it unmanageable to conduct our schools and programs. Therefore, we are closing all Post Falls School District sites and suspending all activities, including extra-curriculars and parent-teacher conferences, until at least Monday, April 6.

Though Post Falls School District is extremely reluctant to cancel school due to the impact on families, we also realize it is important to do our part to stop the spread of the virus.

We will have our school sites open Tuesday, March 17 from noon – 4:00PM and Wednesday, March 18 from 7:30AM - noon to give you or your student an opportunity to stop in and pick up any items that may be needed during this temporary closure. This could include personal items, medications, band instruments, textbooks and other instructional materials. This is optional; we are not requiring students to pick up anything they have at school during this closure.

In the coming days, we will continue our communication with you regarding student meals and other district services which support our students and families.

Thank you again for your support during these challenging times. The most current information can be found at pfsd.com

Dear Parents and Guardians,

Thank you for your patience as we continue to navigate the logistics of our school closure in response to COVID-19. As you are aware, we are closing all Post Falls School District sites and suspending all activities, including extra-curriculars and parent-teacher conferences, until at least Monday, April 6.

In the interim, students can login through Clever to access district curricular materials, including Ready Math (grades K-8) and Benchmark Literacy (grades K-5). High school students taking dual credit classes will be contacted by their teachers regarding course expectations during this closure as soon as guidance is received from University of Idaho and North Idaho College.

If the closure extends, we will communicate more information regarding additional learning options. For the time being, we have included the following list of websites which offer extended learning opportunities to students.

<u>Online Resources</u>

- Instruction for Teacher or Parents
    - https://www.storylineonline.net/ (great read alouds)
    - PBS Kids
    - Sesame Street
    - https://www.khanacademy.org/ Math and SAT prep
    - https://code.org/learn Coding
    - https://www.almanac.com/kids All subjects
    - National Geographic Kids
    - Starfall.com Math/ELA
    - http://thekidzpage.com/ Variety
    - https://kids.scholastic.com/kids/home/ Variety
    - Scholastic Classroom Magazines Variety
    - 30 Virtual Learning Resources Variety
    - https://www.funbrain.com/ Variety
    - Mystery Science Science
    - Online Virtual field trips Science
    - Science Mom Science
    - http://www.nickjr.com/ Variety
    - https://www.timeforkids.com/ Variety
    - http://disneyjunior.disney.com.au/games Games
    - https://www.mcharpermanor.com/blog/ Arts & Crafts

- https://swingeducation.com/resources/education-companies-offering-free-subscriptions-and-content-online/ List of companies offering free online resources to teachers during COVID-19.

Dear Parents and Guardians,

In an effort to minimize the burden on families who may depend on the nutritious meals their children receive during the school year, the Post Falls School District will be offering a supplemental breakfast and lunch program during this temporary school closure.

Ponderosa Elementary, River City Middle School and **Post Falls High School** will be providing free meals for pick up. When a family with children ages 1 to 18 reports to one of the aforementioned schools, the child(ren) will receive a sack lunch as well as a sack breakfast for the following morning. Adults may purchase a meal for $3.95 each.

To minimize the gathering of crowds at the sites, we will be open for a two-hour period where families will enter the main entrance of the designated school, receive their meals, and then take the them home to eat.

Meals will be served weekdays beginning Thursday, March 19th thru Friday, April 3rd from 11:00 AM – 1:00 PM.

Emergency Closure Meal Sites informational flyer.pdf

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name	Shane Pratt
Email	spratt@rhpcs.org
District / Charter Name	Rolling Hills Public Charter School #454

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

docx   3-14-20 Emergency Response Team Meeting...

docx   BasicLessonPlanTemplate.docx

pdf   RHPCS reopen plan COVID _001.pdf

docx   alternative learning checklist and message t...

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Rolling Hills Public Charter School was closed on Monday, March 16 and Tuesday, March 17, 2020, due to COVID - 19. Teachers and Staff already were prepared to go on-line with websites and lesson plans for the event. Lesson plans incorporate Modified Curriculum for students. We went online on Wednesday and teachers are working 8:00-12:00 every school day. (School day is based on our current 2019-2020 school calendar.) Students and parents are working at home on line during those hours from the lessons provided by the teachers.

Special Education services are being provided to students. Speech Therapy is done via on line or video conferencing with Speech Path. Teachers are providing modified curriculum within the general lesson lesson plan for their students. Each is an individual.

Food Services/Meals for students are now going to be provided. We applied for a waiver on Sunday and got approved. Congregate Feeding site. We will start serving students on Friday, March 20, 2020. We will serve during spring break also.

Administration established an Emergency Response Team on Saturday, March 14 to prepare a response to COVID -19. The school board, staff, parents, and administration worked collaboratively to make plans if we closed. I would like to say the we were wrong in our determination of the spread at the time there were 5 cases. I did call central district Health and spoke with Randy 208-321-2222. He confirmed that due to our student demographics, high risk, we were justified in closing. He also told me we were still in NO COMMUNITY SPREAD.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options– Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

COVID - 19 guidelines All staff working 8:00-12:00 every school day. (School day is based on our current 2019-2020 school calendar.) Where they work currently is up to them. On site or remotely, utilizing Office 365 and all of its tools. We have the capability to do remote work.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

In place and working them now. Students have lessons, modified curriculum activities and access. IEPs are being serviced to the best of our ability. Parents are being communicated with by the service providers and coordinated with our SpEd Department. We have taken advantage of FREE on line sources to serve ALL students. We have not left anyone out. If we have a need we are trying to provide it with partnerships and parent input.

Students without access or computers at home.... we provide access with hot spots, through a partnership and checked out chromebooks for students to take home. Everyone needs have been filled in technology for off site learning to occur from 8:00-12:00 every school day.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

Daily communication with our Parents and families. Phone, e-mail and Facebook live. "Kindness is the Cure" Episode 3, March 19, 2020
On this morning's episode, Mr. Pratt is joined by puppet friends and Mr. Deiss. Check it out!

You can always expect the unexpected with Mr. Pratt! Until we can be at school again, Mr. Pratt will be reaching out to your family at 8:00 a.m. on Facebook Live on each of our alternative education school days. Check it out!

View today's episode at: https://www.facebook.com/487683438005676/videos/233949011332848/

https://www.facebook.com/487683438005676/vide...

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

In addition to above, I have worked with Central District Health and Randy 208-321-2222 said we are OK to be in school working in the facilities. Keep clean.

Bio-One did a walk through of our facilities and we are going to keep the building clean with general maintenance and sanitation practices. We are clean.

We also have learned that we have the cure.... Kindness is the Cure!

Emergency Response Team Meeting RE: COVID-19 in Idaho
Date: 3/14/20
Time: 5:30
Location: Morton Lab, RHPCS
Attendees:

Jennifer Fears	Board Chair
Chris Wilson	Board V.P
Shane Pratt	Principal
Emily McCoy (via phone)	Vice Principal
Frank Dea	Athletic Director/Teacher
Teri Friend	Secretary
Jessica Honeycutt	Food Service/Parent
Stephanie Lee	SPED Coordinator/Teacher

Review of facts available as of 5:30pm on 3/14/20:

- **Confirmed Cases**: Two (2) confirmed cases of COVID-19 in Idaho (1 in Ada County, 1 in Blaine County)

- **Self-Quarantine**: Four (4) RHPCS families are currently self-containing or considering self-containment.

- **Staff members at High Risk**: Currently there are five (5) staff members with underlying health issues that place them in the "high risk" category with regard to COVID-19; as of Monday, 3/16/20 three (3) staff will be out due to illness

- **Students at High Risk**: Currently based on student demographics, >12% of our student population are considered in the "high risk" category with regard to COVID-19

- **Unvaccinated Students**: We currently have a higher than average percentage of students that are unvaccinated (roughly 27%)

Information/Guidance from outside agencies regarding COVID-19:

- No gatherings larger than 250 people

- Per SDE- Districts will not be penalized for student absences through the 2019-2020 school year; administration is required to submit a waiver to the State Department of Education

- Per SDE- Districts will not be penalized for non-completion of ISATs for the 2019-2020 school year; administration is required to submit a waiver to the State Department of Education

- Per SDE- Districts will not be required to amend the current school calendar; there will be no requirement for additional school days over the summer to make up missed days that are the result of a school closure.

Discussion:

Review of the School Decision Tree- we are currently in the 'Minimal/ Moderate to Substantial Community Spread' portion of the decision tree, as there are confirmed cased within our community.

Closure Decision: Team discussed site specific triggers: What events would cause RHPCS to initiate a school closure? Ultimately, Mr. Pratt and the Board are responsible for making the decision for closure; these are the factors that would impact their decision:

1. If Governor Little mandates school closures for specific districts, counties, or state-wide, directives from Central District Health, and local health officials

2. If there is a staff/student/family within the RHPCS community that tests positive for COVID-19,

3. If other neighboring school districts initiate a closure

Parent Contact: Team discussed how to best communicate with parents.

Team discussed and agreed that Mr. Pratt would email the school's "plan of action" to parents, requesting that all families respond to said email as confirmation that they received it.

Plan of Action: What does this look like?

- Team discussed what academic supports would look like in the event of a closure.

- **Days 1 and 2 after closure**: In the event of a closure, there would be no action for the first two (2) school days- think of this as similar to a snow day. Having the building empty will allow for disinfecting/ deep cleaning to occur.

- **Days 3 and 4 after closure:** The next two (2) days would be for teachers/staff only in the building in order to prep/plan and set of lesson plans and their websites.

- **Day 5**: Homeroom/classroom teachers would provide a lesson plan, **enrichment activities**, and a standard description/outline of the activities (a brief lesson plan) **daily** on their classroom website. Students would not be learning any new content, and would not be responsible for assignments/issued grades upon return to school. Homeroom/classroom Teachers would be available by email for parent/student questions, and are the point people for rolling out the enrichment activities/managing their website.

Expectations for Teachers: Team discussed expectations for teachers during this time. No definitive decision was reached, possible ideas include:

- Office hours- Mr. Pratt would set teacher office hours, possibly two (2) hours, two (2) days a week, in which teachers would be available by phone/email to communicate with parents and students regarding questions related to the online enrichment activities provided.

- On-Call hours- Mr. Pratt would set up a rotating schedule of al teachers to be available at designated times to take calls regarding parent/student questions with regard to academic enrichment activities provided.

Nutrition Program: Jessica Honeycutt provided information regarding how we could support families currently accessing the free and reduced breakfast/lunch program during a school closure.

- Currently, RHPCS has approximately 58 students accessing the free and reduce breakfast/lunch program.

- There is a federal program that will reimburse the school for meals provided to students during a closure. Jessica indicated that there is considerable paperwork and nutrition requirements; our ability to meet these may be impacted by the recent shortages at local grocery stores. Paperwork that would need to be filled out, and a high likelihood that the school may even be denied. She is going to fill out the paperwork and see what it yields.

- Team discussed and decided that in the event of a school closure, RHPCS will provide a lunch and a snack (likely a sack lunch) to students that are in need. This will be paid for out of general funds.

School Procedures Review and Discussion:
- Cleaning of manipulatives in each classroom: This will be done daily by staff.

- Toys in the front office are to be removed

- Procedure for students who are sick at school will remain the same;

  Check for fever, contact parents, have parents pick-up ASAP

Social Distancing:

Team reviewed what social distancing looks like in the school setting. Current classroom setup is adequate to maintain appropriate social

distancing throughout the school day. Team discussed the following school-wide concerns:

- Middle school lunch- students should walk-around the outside of the building to their classrooms after middle school lunch in order to limit the amount of students in the hallway at one time.

- Book-buddies- buddy classrooms/reading buddies is fine to continue as the classroom teachers generally split the two classes between the two participating classrooms

- Assemblies- two (2) to three (3) classes are allowed to congregate in the gym together for assemblies.

- Lunch- two (2) to three (3) classes are allowed to congregate in the café' together for lunch.

- Afterschool clubs cancelled, effective 3/16/20

- Blues assembly cancelled

- Unified game, postponed

- Athletics to be evaluated week to week

- Open House- cancelled; staff will be available for family tours

There will likely be additional meetings for the Emergency Response Team as more information is available regarding COVID-19

R.H.P.C.S.

Emergency Alternative Learning Plan

	I've filled out the Google online curriculum spreadsheet.

	I have contacted parents and asked them to notify me if their student does NOT have access to a home computer. I have attached the letter below for parents/students in e-mail and on website.

	I have provided students with all necessary passwords for access.

	I have a class website that I will update with notifications and lesson plans.

	Activated parent portals and access letters to parents/students have been printed

	I have made a copy hard/electronic of the universal lesson plan

Dear __ grade Rolling Hills families,

Like many districts in Idaho, Rolling Hills is assessing our alternative learning plan in the case of a prolonged school closure due to a community health or weather emergency. Currently we are planning for response to COVID – 19, should it affect our education setting. Through on-line learning resources, our teachers are equipped to provide an alternative educational experience for your child(ren). Parents, please see your child's homeroom teacher for necessary passwords and access to the websites.

Please reply to this email if your student does NOT have access to a home computer.

While at school, we are continuing to practice common sense hygiene, including frequent hand washing and classroom sanitization. Should you have any questions about Rolling Hills' response to this evolving situation, please contact Mr. Pratt, 208-939-5400 or e-mail spratt@rhpcs.org

Regards,

Shane Pratt

Universal Lesson Plan: (SUBJECT)

- Teachers, will assign one lesson per CORE subject area per day.
- Specials should only assign work on days that they normally meet with a class.

Date: Grade/Name:

Topic:

Lesson Objective:

Key Vocabulary & Background Knowledge:

Activity:

Re Open Plan 15 Days (*March 30th)

- Facility — Bleach + Buckit clean, Steramine

  Is March 30 realistic? Gentle Start.

- Staff — Health restrict, Thermometer Check $25.00

- Students — Health restrict, Thermometer Checks

- Volunteers — Health restrict

- Meal Plans — No Delays. *Food to order Yes.

* Central Dist. Health Check list.

Guidance
School Re-Entry for Students Guidance from

* Clarity of Absenteeism -

* Health Screening Plan

What are other plans of Districts.
   Scott Phillips for other re-entry,
Triggers: Others go back.

- What does 4th Quarter look like?
   Impact grades/academics. Where are they.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Brian Bingham

Email   brian.bingham@alturasacademy.org

District / Charter Name   Alturas International Academy

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

> 📄 docx   Alturas International Academy Online Learnin...

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Alturas International Academy Online Learning Plan

Essential Student Services
Student Learning

Entire School
For the entire school, a website page was created and is being updated so parents have complete access to all of the different resources that are available for student use and learning. The link to the website is shared on the social media page as well as sent out via text.

Elementary Learning
The PYP at Alturas International Academy has put a solid plan in place to continue connecting with and teaching our students. Our students are already trained in their learning routine which is student directed and driven. We have prepared students by sending home supplies, workbooks and all necessary materials, including Chromebooks, to continue their daily learning routines at home. Teachers will be using Google Classroom, Seesaw, Zoom and Loom to teach and assign lessons as well as discuss and review student questions and work. Students will be able to join live lessons or review recorded lessons. The following is the daily schedule students already have been doing at school and will continue to follow at home.

Daily Math Schedule
Accelerated Math (online with Renaissance)
Math journal prompt
Common Core Workbook
Engage New York

Daily Language Schedule
Handwriting
IXL grammar/vocabulary (online)
Reading Comprehension (Newsela online)
Core Knowledge (Amplify) workbook and reader
AR Reading – Alturas has provided access to Tumble Books for all of the students, students will continue to take AR tests at home

Units of Inquiry
Students will be researching, writing papers, and completing learning guides daily about topics related to their Units of Inquiry. (How the world works, Sharing the Planet)

Spanish
Lessons and assignments are also available to students through their Seesaw classroom.

This is the schedule students have been following since September. Students are able to work through their day independently and will be able to continue this at home. Teachers will be

facilitating all student learning on a daily basis through live video lessons and recorded lessons with Google Classroom, Zoom and Seesaw. Online lessons are scheduled for students to participate Monday - Thursday from 9:00-11:30 am and are recorded for students to view at any time.

<u>Middle School Learning</u>

The Middle School (MYP) will be using Google Classroom to display what lessons will be taught and what will be happening and expected from day to day. Each day the students will have the opportunity to work with the teachers and ask questions. Teachers will be assigning work every day that the students will need to upload and submit. There will be weekly assessments.

Each Friday by 2:00 the guiding document for the following week will be uploaded so students can prepare, and look ahead of what is to come. Students are required to be in attendance for the lessons, and be submitting work daily. As students stick to the schedule they will be able to accomplish much of what was planned for the year.

All teachers are assigned as mentors to students. Mentors check in weekly with students via a Zoom conference or Google Meet. During the mentor check in, mentors and mentees will discuss student learning and assignments. If additional support is needed, these meetings will be held with parents/guardians present. Teachers are also available for students to sign up for appointments from 7:45-3:45 to receive 1 on 1 tutoring or additional academic support. Teachers will be giving LIVE lessons via zoom from 9:00-3:30 on a daily basis during school days. Lessons will also be recorded, providing families flexibility to participate in the recorded sessions when they have time.

Schedules are required from all subjects, below is a sample schedule for Math:

- Mondays:
    - The teacher will give a 20 minute lesson live on Zoom. This will come from the textbook and relate to the assignments given for Monday and Tuesday. Students are required to be logged on during their scheduled time today.
        - Course 2> 9:00 - 9:20
        - Course 1> 9:25 - 9:45
        - I-Ready > 9:50 - 10:15
    - The teacher will give students their 1st assignment (posted in google classroom) that will need to be completed and submitted by 10:30 AM Tuesday.
- Tuesdays:
    - The teacher will be live on zoom from 9:00 - 10:15 for all levels to come join and ask questions in regards to their work that is assigned.
    - The teacher will require students to work on their 2nd assignment for the week (posted in google classroom) complete and upload. This will need to be submitted by 10:30 AM Wednesday..
- Wednesdays:

- The teacher will give a 20 minute lesson live on Zoom. This will come from the textbook and relate to the assignments given for Wednesday and Thursday. Students are required to be logged on during their scheduled time today.
  - Course 2> 9:00 - 9:20
  - Course 1> 9:25 - 9:45
  - I-Ready > 9:50 - 10:15
- Students will have their 3rd assignment of the week (posted in google classroom) that will need to be completed and submitted by 10:30 AM Thursday.
- Weekly 6 question Quiz will be open for student to take @ 12:00 PM
- Thursdays:
  - The teacher will be live on zoom from 9:00 - 10:15 for all levels to come join and ask questions in regards to their work that is assigned.
  - Students will have their 4th assignment to complete and upload for the week (posted in google classroom). This will need to be submitted by 10:30 AM Friday

Course 2

MODULE 3 TOPIC 2: TWO-STEP EQUATIONS & INEQUALITIES
March 31 - April 03

03/31/20
Modeling Equations as Equal Expressions
Zoom classroom: Required (9:00 - 9:20)
- Lesson (Questions from):
  - Warm Up (Pg M3 53)
  - Getting started (Pg M3 54)
- Assignment:
  - Activity 1.2 (Pg M3 56-57)
    - Submit by Due Date: 04/01/20 @ 10:30 AM

04/01/20
Zoom Classroom: Optional (9:00 - 10:45) students can ask questions and check for understanding.
- Assignment
  - Practice, Review (Pg M3 63)
    - Submit by Due Date: 04/02/20 @ 10:30

04/02/20
Solving Equations on a Double Number Line
Zoom classroom: Required (9:00 - 9:20)
- Lesson (Questions from):
  - Warm Up (Pg M3 65)
  - Getting started (Pg M3 66)
- Assignment:
  - Activity 2.2 (Pg M2 189-190)
    - Submit by Due Date: 04/03/20 @ 10:30

- Weekly Quiz
    - 6 questions
        - Opens @ 12:00. (Closes Monday @ 9:00)

04/03/20

Zoom Classroom: Optional (9:00 - 10:45) students can ask questions and check for understanding.

- Assignment
    - Practice, Review (Pg M2 183-184)
        - Submit by Due Date: 04/02/20 @ 10:30

Food Services

Alturas International Academy was unable to participate in the Federal Free and Reduced Lunch Program and therefore will not be delivering food. However, the administration team has notified the families that we are able to support their needs if necessary. Families at Alturas International Academy have also been notified of a Food Drive that is being held in collaboration with the YMCA. Families will be able to either support the Food Drive, or receive support from the Food Drive.

Administrative Staff

The administrative staff at Alturas International Academy will work remotely during the school closure. The administration will contact daily the teachers as well as check in during lessons. The administration also has access to the different learning platforms that are being used by the teachers. The administration will continue to evaluate student learning and teacher instruction by checking in daily in the virtual classrooms. The administration will also support teachers in making sure that students are completing their online lessons. They will also continue to give feedback to the teachers through observations in their lessons. Also, on a weekly basis, the administration team will participate in and lead different Grade Level Team meetings, supporting their implementation. The administration will continue to evaluate and identify different resources that will facilitate students learning remotely and online. The administration is actively developing a plan in case there is a need to have an extended closure. The administrative team will be consistently available to support teachers as they transition to being an "online" teacher. The administration will continue to be highly involved in the development of lessons and collaboration with the teachers. Asides from insuring fidelity to student instruction, the administration staff will continue to meet all the requirements set forth by the State, IB, as well as the Charter Commission.

Technology Staff

The IT Director at Alturas International Academy is available to support not only the Staff at Alturas International Academy, but will also support students and families remotely. Chromebooks have been checked out to students and families that did not have 1:1 technology.

The IT staff is also actively contacting parents to ensure students have access to internet at home, if they do not, Alturas International Academy will collaborate with families to develop a plan to provide internet in each families' home.

Transportation Services Staff

Alturas International Academy contracts with a local busing company. Per the contract, during the closure, the bus company will receive a rate of ½ day of the contracted amount.

Other Classified Staff

Paraprofessionals will be supporting students' online learning and teachers' online instruction. Paraprofessionals will also continue to provide 1 on 1 support to students needing interventions, this will be done via telecommunication.

Learning Plans

Short Term Closures and Extended Closures

Alturas International Academy has a solid plan in place to support online learning, whether it is a short term or extended closure. As the online learning develops, the staff will continue to improve and enhance instruction.

Special Education/Individualized Education Plans

The Special Education Director at Alturas has been in collaboration with the classroom teachers and families of the students who have IEPs. She is ensuring that students are receiving the necessary accommodations and supports to help these students be successful. As Alturas provides an inclusive education, students will continue to be taught on their instructional level, with their peers. As students need additional supports, they will receive 1 on 1 help.

Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)

Chromebooks have been checked out to students and families that did not have 1:1 technology. The IT staff is also actively contacting parents to ensure students have access to internet at home, if they do not, Alturas International Academy will collaborate with families to develop a plan to provide internet in each families' home.

Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Alturas International Academy has been proactively cleaning the building since COVID-19 first appeared in the United States. During the closure, the custodial staff is actively disinfecting the entire building. After Spring Break the school will be closed for everyone, except for the custodian. This will provide the custodial staff complete access to the entire building to complete the disinfection of the facility. If students return, teachers will be required to disinfect all surfaces and high traffic areas daily. The custodian will continue to deep clean the building on a continual basis.

Communication with Parents

Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)

Alturas has several avenues of communication. Parents are able to receive communication from the school via email, text, social media, and the website. All updates are sent through all the different avenues. Teachers are also contacting parents weekly, via phone and email. A webpage was created that has access and information for parents regarding all of the resources available to support student learning.

Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

Although the current plan is to open on April 6th, we are doubtful that will happen. Alturas will not be reopening the school until there is definite evidence from the CDC and local health officials that is safe to do so.

Cleaning and sanitation protocols prior to resuming normal operations

Alturas International Academy has been proactively cleaning the building since COVID-19 first appeared in the United States. During the closure, the custodial staff is actively disinfecting the entire building. After Spring Break the school will be closed for everyone, except for the custodian. This will provide the custodial staff complete access to the entire building to complete the disinfection of the facility. If students return, teachers will be required to disinfect all surfaces and high traffic areas daily. The custodian will continue to deep clean the building on a continual basis.

Examples of information being communicated with parents

Math: Online Learning

Students and Parents,

As we embark on this journey I will be using this google doc to display what lesson I will be teaching and what will be happening and expected from day to day. Each day the students will have the opportunity to work with me and ask questions. I will be assigning work everyday that the students will need to upload and submit to me. For assessments there will be a weekly quiz (6 questions), and when we have completed a topic there will be a topic assessment. These assessments will be open from Wednesday @ noon and will close Monday Morning @ 9:00

Each Friday by 2:00 I will update this document for the following week so students can prepare, look ahead of what is to come. Students are required to be in attendance for the lessons, and be submitting work daily. As we stick to the schedule we will be able to accomplish much of what was planned for the year.

Thank you for the help, support and patience.

Math schedule will be the following (subject to change):

- Mondays:
    - I will give a **20 minute lesson live on Zoom.** This will come from the textbook and relate to the assignments given for Monday and Tuesday. Students are required to be logged on during their scheduled time today.
        - Course 2> 9:00 - 9:20
        - Course 1> 9:25 - 9:45
        - I-Ready > 9:50 - 10:15
    - I will give students their 1st assignment (posted in google classroom) that will need to be completed and submitted by 10:30 AM Tuesday.
- Tuesdays:
    - I will be **live on zoom from 9:00 - 10:15** for all levels to come join and ask questions in regards to their work that is assigned.
    - I will require students to work on their 2nd assignment for the week (posted in google classroom) complete and upload. This will need to be submitted by 10:30 AM Wednesday..
- Wednesdays:
    - I will give a **20 minute lesson live on Zoom**. This will come from the textbook and relate to the assignments given for Wednesday and Thursday. Students are required to be logged on during their scheduled time today.
        - Course 2> 9:00 - 9:20
        - Course 1> 9:25 - 9:45
        - I-Ready > 9:50 - 10:15
    - Students will have their 3rd assignment of the week (posted in google classroom) that will need to be completed and submitted by 10:30 AM Thursday.

- Weekly 6 question Quiz will be open for student to take @ 12:00 PM
- Thursdays:
  - I will be **live on zoom from 9:00 - 10:15** for all levels to come join and ask questions in regards to their work that is assigned.
  - Students will have their 4th assignment to complete and upload for the week (posted in google classroom). This will need to be submitted by 10:30 AM Friday

Course 2

MODULE 3 TOPIC 2: TWO-STEP EQUATIONS & INEQUALITIES

<u>March 31 - April 03</u>

<u>03/31/20</u>
Modeling Equations as Equal Expressions
Zoom classroom: **Required** (9:00 - 9:20)
- Lesson (Questions from):
  - Warm Up (Pg M3 53)
  - Getting started (Pg M3 54)
- Assignment:
  - Activity 1.2 (Pg M3 56-57)
    - Submit by Due Date: 04/01/20 @ 10:30 AM

<u>04/01/20</u>
Zoom Classroom: Optional (9:00 - 10:45) students can ask questions and check for understanding.
- Assignment
  - Practice, Review (Pg M3 63)
    - Submit by Due Date: 04/02/20 @ 10:30

<u>04/02/20</u>
Solving Equations on a Double Number Line
Zoom classroom: **Required** (9:00 - 9:20)
- Lesson (Questions from):
  - Warm Up (Pg M3 65)
  - Getting started (Pg M3 66)
- Assignment:
  - Activity 2.2 (Pg M2 189-190)
    - Submit by Due Date: 04/03/20 @ 10:30
- Weekly Quiz
  - 6 questions
    - Opens @ 12:00. (Closes Monday @ 9:00)

<u>04/03/20</u>
Zoom Classroom: Optional (9:00 - 10:45) students can ask questions and check for understanding.
- Assignment
  - Practice, Review (Pg M2 183-184)
    - Submit by Due Date: 04/02/20 @ 10:30

Visual Arts: Online Learning

Students and Parents,

As we embark on this journey I will be using this google doc to display what lesson I will be teaching and what will be expected each week. Each day the students will have the opportunity to work with me and ask questions.

Each Friday by 2:00 I will update this document for the following week so students can prepare and look ahead of what is to come. Students are required to be in attendance for the lessons, and be participating daily. As we stick to the schedule we will be able to accomplish much of what was planned for the year.

Thank you for your help, support and patience.

Our Visual Arts schedule will be the following (subject to change):

- Mondays:
  - I will give a **30 minute lesson live on Zoom.** This will involve an intro to that week's activity. Students are required to be logged on during this time.
  - I will give students their weekly assignment which will be posted in **google classroom.**
- Tuesdays, Wednesdays and Thursdays:
  - I will be **live on zoom from 3:00 to 3:30** for all students to come join and ask questions in regards to their work that is assigned.
  - I will require students to work on their VISUAL ARTS assignment during this time.
  - **TUESDAYS:** I will check specifically on my **1st hour students** progress.
  - **WEDNESDAYS:** I will check specifically on my **2nd hour students** progress.
  - **THURSDAYS**: I will check specifically on my **3rd hour students** progress.
- Due Dates:
  - Every THURSDAY students will be required to submit a **picture** of their artwork.
  - They will also fill out a **self-evaluation** in google classroom.

Weekly Schedule: March 31 - April 03

03/31/20
Choose your LESSON: Graffiti Design OR 1-Point Perspective Portfolio

Zoom classroom: **Required** (3:00 to 3:30 pm)
- Lesson: Both powerpoints and how-to's
- Assignment:
    - Decorate the cover of your *Portfolio* based on the given lesson

04/01/20
Zoom Classroom: **Required** (3:00 to 3:30 pm)
Check for understanding for **first hour students**
Lesson: Small Group Demonstrations for those who need it again
- Assignment:
    - Decorate the cover of your *Portfolio* based on the given lesson

04/02/20
Zoom Classroom: **Required** (3:00 to 3:30 pm)
Check for understanding for **second hour students**
Lesson: Small Group Demonstrations for those who need it again
- Assignment:
    - Decorate the cover of your *Portfolio* based on the given lesson

04/03/20
Zoom Classroom: **Required** (3:00 to 3:30 pm)
Check for understanding for **third hour students**
Lesson: Small Group Demonstrations for those who need it again
- Assignment:
    - **PICTURE AND SELF-EVALUATION DUE**
    - Decorate the cover of your *Portfolio* based on the given lesson

Science: Online Learning

Students and Parents,

As we embark on this journey I will be using this google classroom to assign new assignments and add links to zoom meetings for lessons. Science is scheduled Monday and Wednesday from 1:45-2:45. Students will receive a lesson on zoom each of those days and also have assigned sections of their learning guide. Students will have science lessons and assignments each week. Our book is available online through Fossweb.com, I have added a link in google classroom. This resource allows students to access the book online and it has an audiobook version available as well. Science by nature is hands on, I acknowledge the situation we are currently experiencing will limit supplies for all students to complete hands-on learning experiences. However I will provide options for students to experiment on their own, if they choose to.

Science schedule will be the following:

- Mondays:
  - I will give a **20 minute lesson live on Zoom at 1:45 pm.** I will give students their 1st assignment (posted in google classroom) that will need to be completed and submitted by Tuesday.
- Wednesdays:
  - I will give a **20 minute lesson live on Zoom at 1:45**. Students will receive their second assignment, which is due Thursday by noon.Thursdays.

- Fridays:
  - Students will receive a weekly grade for assignments in google classroom.

As we proceed please let me know if you have questions or concerns. Communication will be our key to success. If students are struggling I am open for one on one help. Please email me and will set up a zoom meeting time.

Health/PE: Online Learning

Students and Parents,

As we embark on this journey, I will be using this google doc to display what lesson I will be teaching and what will be happening and expected each week. Each day the students will have the opportunity to work with me and ask questions.

Each Friday by 2:00, I will update this document for the following week so students can prepare, and look ahead to what is to come. Students are required to be in attendance for the lessons, and be participating daily. As we stick to the schedule, we will be able to accomplish much of what was planned for the year.

Thank you for the help, support and patience.
Joanne Slifka
HPE Teacher
Alturas Academy

_____

_____

 Health Schedule will be the following (subject to change):

Mondays:

- I will give a 15 minute lesson live on Zoom to 1st and 2nd Hour Health classes from 3:00-3:15.   3rd Hour Health class will get a 15 minute lesson from 3:15-3:30.
- This will involve an intro to that week's learning guide. Students are required to be logged on during their scheduled time.

- I will give students their 1st assignment, which will be posted in google classroom, the Friday before our Monday meeting/lesson.

Tuesdays, Wednesdays and Thursdays:
- I will be live on zoom from 3:00 to 3:30 for all students to come join and ask questions in regards to their work that is assigned.
- I will require students to work on their learning guide assignment during this time.
- TUESDAYS: I will check specifically on my 1st hour students progress.
- WEDNESDAYS: I will check specifically on my 2nd hour students progress.
- THURSDAYS: I will check specifically on my 3rd hour students' progress

Due Dates:I
- Every THURSDAY students will be required to submit a learning guide or other proof of work completion as will be explained to the students at the beginning of each week in the Monday lesson.
- They will also fill out a self-assessment each week (found in google classroom).

_____

PE Schedule will be the following (subject to change):
- A workout or workout idea will be posted every Friday by 2:00 PM for the following week.
- Students are asked to do the assigned activity 3 to 4 times per week for 30-60 minutes.
- Students will be required to submit a short video (1-2 minutes) on google classroom showing the student doing the assigned activity.
- A table will be filled out showing the days and time spent doing the weekly activity.
- A self-assessment will be filled out weekly (found in google classroom).

<u>Individuals & Societies: Online Learning</u>

Students and Parents,

As we embark on this journey I will be using this google doc to display what lesson I will be teaching and what will be happening and expected from day to day. Each day the students will have the opportunity to work with me and ask questions. I will be assigning work every Monday & Tuesday that the students will need to upload and submit to me. For assessments there will be a weekly quiz, and when we have completed a topic there will be a topic assessment. These assessments will be open from Thursday @ noon and will close Sunday evening @ midnight.

- Each Friday by 4:00 pm I will update this document for the following week so students can prepare, look ahead of what is to come.
- This document will be uploaded into Google Classroom weekly so it is easily accessible.
- I will update Google Classroom week by week as well.

Students are required to be in attendance for the lessons, and be submitting work daily. As we stick to the schedule we will be able to accomplish much of what was planned for the year.

Thank you for the help, support and patience.

<u>Individuals & Societies will be scheduled as the following: (subject to change):</u>

- Mondays:

- I will give a 20 minute lesson live on Zoom. This will come from material I have created and will relate to the assignments given for Monday and Tuesday. Students are required to be logged on during the scheduled I&S time at 12:30 pm.
  - Recording will be uploaded to Google Classroom after the live session at 1:30 pm.
  <u>I will give students their 1st assignments & Links to use (posted in google classroom) that will need to be completed and submitted by 12:30 pm Wednesday.</u>
- Tuesdays:
  - I will be live on zoom from 12:30-1:30 for students to come join and ask questions in regards to their work that is assigned.
  - *There may be a high volume of students at one time. Please know I will do my best to get to everyone's questions. Email will always be available from 8am-4pm.*
- Wednesdays:
  - I will give a 20 minute lesson live on Zoom. This will come from material I have created and will relate to the assignments given for Wednesday & Thursday. Students are required to be logged on during the scheduled I&S time at 12:30 pm.
    - Recording will be uploaded to Google Classroom after the live session at 1:30 pm.
  - Thursdays:<u>Students will have their 2nd assignments & Links of the week (posted in google classroom) that will need to be completed and submitted by 10 pm Thursday.</u>
  - I will be live on zoom from 12:30-1:30 for all students to come join and ask questions in regards to their work that is assigned.
  - Weekly Quiz will be open for student to take @ 9 am
  - *There may be a high volume of students at one time. Please know I will do my best to get to everyone's questions. Email will always be available from 8am-4pm.*

<u>**Week 1: Intro to WWI & The Great War Begins**</u>

<u>**March 30 - April 02**</u>

<u>03/30/20</u>
Getting Started with WWI
Zoom classroom: Required (12:30-1:30)
- Lesson
  - Europe in the Early 1900's
- Assignment:
  - Learning Guide 1: Lesson Notes & Activity
    - Submit by Due Date: 04/01/20 @ 12:30 pm

<u>03/31/20</u>
Zoom Classroom: Optional (12:30-1:30) students can ask questions and check for understanding.

04/01/20
The Great War Begins
Zoom classroom: Required (12:30-1:30)
- Lesson
  - The Great War Begins Slide Show
- Assignment:
  - Learning Guide #2: Lesson Notes & Activity #2
    - Submit by Due Date: 04/02/20 @ 10 pm
- Weekly Quiz
  - 6 questions
    - Opens @ 12:00. (Closes Monday @ 9:00)

04/02/20
Zoom Classroom: Optional (12:30-1:30) students can ask questions and check for understanding.

Spanish: Online Learning

Students and Parents,

As we embark on this journey I will be using this google doc to display what lesson I will be teaching and what will be happening and expected from day to day. Everyday I will be available for questions and collaboration. I will be assigning work that will be due every Tuesday and Thursday that the students will need to upload and submit to me. For assessments there will be a weekly "debrief" quiz, and when we have completed a topic there will be a topic assessment. These assessments will be open from Thursday @ 3pm and will close the following Thursday Morning @ 9:00

I will be updating this document weekly with the schedule for the next week. While Spanish is on an A/B schedule, students are still required to complete 2 hours of spanish work a week, including the time spent in lessons. Students are required to be in attendance for the

lessons, and be submitting work on a regular basis. As we stick to the schedule we will be able to accomplish much of what was planned for the year.
Thank you for the help, support and patience.

The Spanish schedule will be the following (subject to change):

- Tuesdays:
    - I will give a 15 minute lesson live on Zoom. This will come from our online curriculum and relate to the assignments given for Tuesday and Thursday. Students are required to be logged on during their scheduled time today.
        - Spanish Level 1: 1:45 - 2:00
        - Spanish Level 2: 2:05 - 2:20
        - Spanish Level 3: 2:25 - 2:40
    - Every Tuesday the students will be given an assignment that will be due by Thursday at 4:00pm.
- Thursdays:
    - I will give a 15 minute lesson live on Zoom. This will come from our online curriculum and relate to the assignments given for Tuesday and Thursday. Students are required to be logged on during their scheduled time today.
        - Spanish Level 1: 1:45 - 2:00
        - Spanish Level 2: 2:05 - 2:20
        - Spanish Level 3: 2:25 - 2:40
    - Every Thursday the students will be given an assignment that will be due by the following Tuesday at 4:00pm.
    - Weekly Debriefing Quiz will be open for students to take @ 3:00 PM after our live lesson. This will be due the following Tuesday at 4:00pm.

Spanish Level One Schedule

Date	Topic	Assignments	Live Zoom Link	Recorded Zoom video

3/31/2020	• Online classroom and assignment expectations • Vocab Review with meaning and their signs.	Watch the tutorial videos on google classroom.	Link Meeting ID: 602 403 547	
4/2/2020	• Online classroom and assignment expectations • Asking and answering questions with our vocab words and target structures	Submit Vocab Video found on google classroom Submit project night final on Google classroom weekly "debrief" quiz becomes available on google classroom	Link Meeting ID: 602 403 547	

Spanish Level Two Schedule

Date	Topic	Assignments	Live Zoom Link	Recorded Zoom video
3/31/2020	• Online classroom and assignment expectations • Vocab Review with meaning and their signs.	Watch the tutorial videos on google classroom.	Link Meeting ID: 778 195 148	
4/2/2020	• Online classroom and assignment expectations • Asking and answering questions with our vocab words and target structures	Submit Vocab Video found on google classroom Submit project night final on Google classroom weekly "debrief" quiz becomes available on google classroom	Link Meeting ID: 778 195 148	

Spanish Level Three Schedule

Date	Topic	Assignments	Live Zoom Link	Recorded Zoom video
3/31/2020	• Online classroom and assignment expectations • Vocab Review with meaning and their signs.	Watch the tutorial videos on google classroom.	Link Meeting ID: 800 466 711	
4/2/2020	• Online classroom and assignment expectations • Asking and answering questions with our vocab words and target structures	Submit Vocab Video found on google classroom Submit project night final on Google classroom weekly "debrief" quiz becomes available on google classroom	Link Meeting ID: 800 466 711	

Online Learning Platforms:
Google Classroom: Students are already familiar with this and have been using it at school already. This is used for sharing links, making announcements, and assigning work. Most teachers also already have a daily check-in form for student social/emotional check-ins usually posted in the Google Classroom.
SeeSaw: This is new to students but very user friendly. This will be used to make announcements, share links and videos from the teacher, assigning work, students will post finished workbook pages here, and post other assignments here.
Loom: Teachers will use this to record lessons and to record their computer screen to show students how to do things on the computer.
Zoom: This will be used as a video conference for lessons. Lessons and meetings will be recorded for students who will not be able to make it.
Newsela: Students already use this and are familiar with it. This is for reading comprehension and research.
Renaissance: Students already use this and are familiar with it. This is for taking AR quizzes for reading comprehension on books they are reading. We also use it for math practice with A-Math.
IXL: Students already use this and are familiar with it. This is for learning and improving math skills, grammar skills, and vocabulary skills. We also now have social studies and science available.
Khan Academy: This is new to students. This will be used to supplement math lessons and assignments. It aligns with Engage NY (Eureka) Math that we are alreday using.

Online Live Sessions:
Online live sessions will be offered starting March 30. We will have two live sessions per math group and two live sessions per reading group per week. Other live sessions might include one on one conferencing with students and/or parents as needed.Teachers will be checking in with students and parents to make sure work is completed. Example times:

Handwritten whiteboard content:

4th reading : M, W   8:30-9
4th math   : T, T   8:30-9
5th reading : M, W   9:30-10
5th math   : T, T   9:30-10
3rd reading : M, W   10:30-11

Proposed Live Session* Schedule
Starting March 30
* Sessions will be recorded!

Subject to change based upon feedback--

Do not leave w/o talking to Me- I'm in Mrs. Bishop's room.
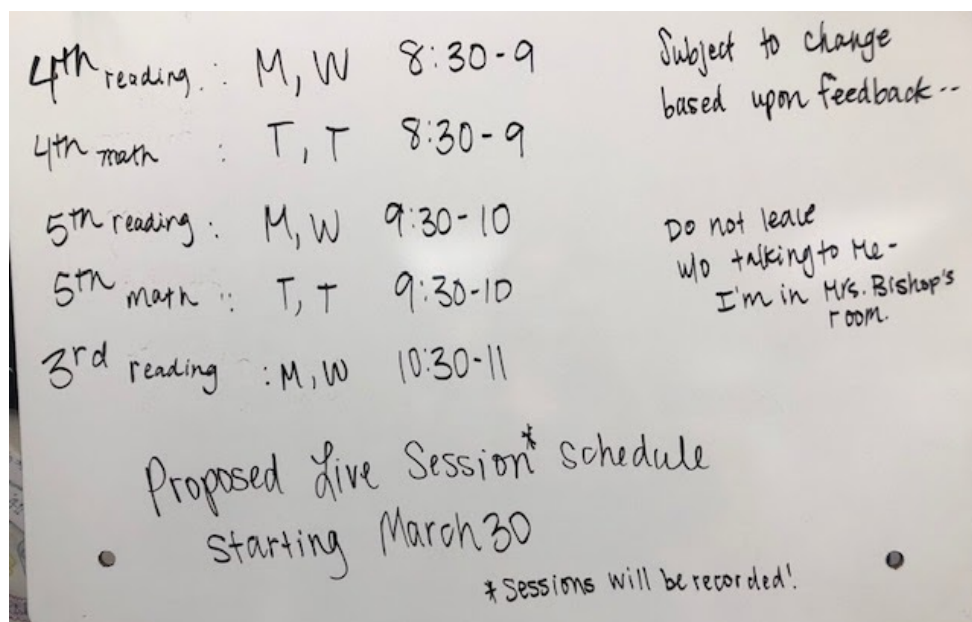
Flipped classroom:
Video lessons will be posted for students to watch. They are expected to watch these lessons before the live lesson. During the live session teachers will answer questions, check for understanding, and have discussions about the topic.

Learning Expectations at Home:
Our online plan is very similar to our daily plan at school, just abbreviated.
Daily schedule:

1.5 hours of math	1.5 hours of reading	Other required daily activities
A Math	Handwriting	30 minutes of AR Reading
Math Journal	IXL grammar/vocab	30-45 minutes of Units of
Common Core	Reading Comprehension/	Inquiry
Strategies	NEWSELA	15 minutes of Spanish
Engage New York	Core Knowledge	

Students are welcome to complete more IXL math/grammar/science/social studies, NEWSELA, Unit of Inquiry, or AR Reading.

District / Charter Coronavirus Response Plan

Name Jeff Cirka

Email jcirka@psd285.org

District / Charter Name Potlatch

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

> COVID-19 School Protocol.docx

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options– Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Potlatch School District #285

COVID-19 School Protocol
3/18/2020

School Closure Date: Friday, March 20th, 2020
Anticipated Return Date: Monday, April 6th, 2020

Schedule:

1. Press Releases on the School Webpage (www.psd285.org), district Facebook page, and phone app alert will be sent out on Thursday, March 19, 2020, notifying students and parents that a school closure will be in effect. Friday, March 20th and the week of March 23rd through March 27th will be work days for staff to put together instructional plans and materials for alternative delivery services to our students.
2. Both Certificated and Classified staff will be required to be at work for their normal work schedule during these days, unless they, themselves are ill <u>or</u> they are taking care of someone in their household that is ill. The District supports staff staying away from school if they are feeling sick or others in their household are sick.
3. Instructional staff, by Friday, March 27th, will have alternative instructional material available for online educational programming, as well as packet material for those students who do not have online capabilities. A survey will be sent out via online and through the mail to all student households on March 19th, in order for parents to respond to questions about their household's wireless and Internet capabilities so we can best assist their needs for online education.
4. <u>Special Education Services</u>: Students with special needs will continue to receive services to assist and support them while they are at home. Sp.Ed. staff will contact parents to find out how the District can best support them and their child/children during their absence from school. This can be through individual work still provided at the school, it can involve supervised home visits, and it can be preparation of adapted materials for the student to work with at home with parental guidance.
5. Non-instructional staff (Food Service, Custodial, and Transportation) will be available to provide supports for district and building level needs during this week. They will work within their own departments, as well as provide assistance to building principals, when needed.
6. Board of Trustees will meet on March 25th to review plans and discuss possible further closure beyond April 6th.
7. If further closure is deemed necessary after April 6th, the education protocols and procedures will be implemented. These include:

➢ Instructional packets and materials will be made available to parents &/or students for pick-up at the Elementary and Junior-Senior High offices on Monday, April 6.
➢ Certificated staff will be on a modified daily work schedule (8:30 a.m. to 1:30 p.m.). At this time, this will be Monday through Friday. During this time, Teachers, Counselors, and Administrators will be available for phone calls, emails, online support, teleconferencing, and possible tutoring/individual services for students through daily appointments.
➢ Classified staff will have adjusted work schedules and will be available as needed.

Food Service Programming:

We will continue to offer both breakfast and lunch for our students while school is not in session. We will serve all of our students, free and reduced, as well as non-free and reduced, by providing "Grab & Go" meals at five (5) sites in our District. These sites are located at:

1. Harvard
2. Princeton
3. Sub Station, Highway 95
4. Potlatch Elementary School
5. Potlatch Junior-Senior High School

Parents will be asked to call in or go online daily to order meals for their children the day before so our Cooks know how many meals they need to prepare for the next day. Paras and kitchen staff will pass out the Grab & Go's at each of the designated sites

This will go into effect on Wednesday, March 25th.

*Please Note: Plans have not been made, as of yet, for what it will look like for students returning to school, whether it will be April 6th or further down the road. Most likely, it will be "business as usual" but the instructional model will need to be modified, in order to meet timelines and requirements.

District / Charter Coronavirus Response Plan

Name   Nathan Whittle

Email   nwhittle@camascountyschools.org

District / Charter Name   Camas County School District 121

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

> **pdf** Camas County District #121 Coronavirus Sch...

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Camas County School District #121
Coronavirus School Closure,
Delivery of Instruction, & Reentry Plan

Plan Updates and Clarifications: Camas County School District is providing frequent updates and clarifications to all stakeholders. Please visit www.camascountyschools.org to view a comprehensive sequence of district communications to stakeholders.

Rationale: Monday, March 16, 2020, the Camas County School Board of Trustees met in emergency session to consider a variety of options for response to the evolving CoVid19 pandemic and its effect on the daily operation of Camas County School District #121. The Board of Trustees were asked to consider the following as it related to the Centers for Disease Control guidelines enumerated in the Considerations for School Closure document provided by the governing officials of Idaho:

- Closure Guideline: Short-term closure (a limited number of days) for the decontamination of the physical plant and outlying district buildings. Camas County Schools administration recommendation of a short-term closure for the decontamination of plant facilities was considered and approved by the Board of Trustees at the March 16th emergency session.
- Closure Guideline: Short to Medium Term Closure (closures that are short to medium in duration, i.e. 2-4 weeks), in response to considerable absenteeism of staff and students: In the week prior to the emergency session, the average daily attendance of students was 96% and average daily attendance of staff was 88%. On Monday, March 16th, student absenteeism was 50% and staff absenteeism was 37%. The CDC guidelines for school closure due to student absenteeism is 30%. Communications from parents with regards to student attendance, in the combination with, the precipitous drop in attendance from the previous week drove the decision to call an emergency session of the Board of Trustees. A short to medium term closure was approved unanimously by the Board of Trustees at the March 16th emergency session.
- Closure Guideline: Medium to Extended Term Closure (part of a larger community mitigation strategy for jurisdictions with substantial community spread - closures that are medium to extended in duration, i.e. 4 or more weeks of closure): Camas County's status as a bedroom community to Blaine County, a county in which there had been a confirmed case of CoVid19. A significant portion of Camas County residents commute to Blaine County for employment. As a result, there was, and continues to be, a significant concern of "substantial community spread" of the CoVid19 virus. Camas County Schools Board of Trustees, in connection with the district administration, will be considering the need for a long-term school closure and/or alternative instruction options prior to the anticipated April 13th resumption of classes within the school facilities and will make a determination based on guidance from official sources, communications from district stakeholders, and the evolving CoVid19 situation.

Camas County School District #121
Coronavirus School Closure,
Delivery of Instruction, & Reentry Plan

At the emergency session, the Camas County School Board of Trustees approved the following plan and instituted an emergency closure to begin on Tuesday, March 17, 2020 through Friday, April 10, 2020. This closure was implemented to allow for the decontamination of the physical plant, preparation for implementation of alternate instruction, and continuation of essential student services.

District Concerns for Additional Funding:

- Average Daily Attendance Waiver
- Required Instructional Hours (Seat Time) Waiver
- Transportation Reimbursement
- Food Services Reimbursement
- Funding for salaries of Classified Employees: Clarification Needed

Prior to Emergency School Closure Plan:

1. The District will encourage healthy sanitation habits; providing sanitation stations; sanitizing commonly touched surfaces morning, noon, and night; and sanitizing bathrooms daily. CCSD's plan includes the covering of communal drinking fountains with instructions for the availability of drinking water for students. Students will be encouraged to bring their own water bottles. Teachers will be directed to welcome student use of the sinks in their rooms to fill water bottles. There is to be a single designated fill-station in Randy Jewett's classroom. This fill-station will be accessible during passing periods for those 6-12 students who need to refill their personal water bottles. Disposable cups will be provided for those students who do not have a personal water bottle.
2. Staff and students are strongly encouraged to stay home if they are sick. CCSD will suspend the attendance policy for all students for whom a parent, or guardian, notifies the district that the absence is due to illness. CCSD requests parents to provide a doctor's note after three consecutive absences. Students and staff may not return to school until they have been fever-free, without the use of fever reducing medication, for a period of 24 hours.
3. Staff is directed to do everything in their power to get a substitute for their class assignment(s) if they are going to be absent. Additionally, instructional staff is directed to provide detailed lesson plans at least 30 minutes prior to the start of the school day. Lesson plans are to provide sufficient work/tasks to keep the students engaged for the entirety of all class periods or, in the case of elementary classes, the entire day. Study halls, while not prohibited, are strongly discouraged as lesson plans. If a study hall is

identified as a part of the lesson plan, it must be comprehensive and include specific assignments for each student similar to a W.I.N. (What I Need) plan.   If the staff member has not found a substitute, (s)he was directed to contact Wendy Strickler by 6:00 am, if possible, but no later than 7:00 am. If the staff member is not able to reach Wendy, (s)he is directed to contact Nathan Whittle. Randy Jewett, Vice Principal, and/or Nathan Whittle, Superintendent, will make the decision as to dispersal of substitutes within the building based on the circumstances and needs of the school for the day.

4. Parents who are uncomfortable with the district's decision to remain open will be assured that they have a responsibility to keep their child(ren) at home until such time as they felt it appropriate to send their child(ren) to school. They will also be assured that CCSD staff will do their best to ensure student(s) "catch up" once the student(s) returns to school.   The student(s) will not be penalized in any way for the parents' decision to keep their child(ren) from attending school as a result of the CoVid19 pandemic.

5. A survey regarding the needs of students and their families in the event of an emergency school closure will be distributed on March 14th to all families within the district. This survey will ask families to indicate their level of need in the areas of: internet connectivity, technology, food service, and instructional assistance.

6. CCSD instructional staff are required to submit three days of emergency lesson plans to Nathan Whittle by the end of day Friday, April 10, 2020.

7. CCSD will continue to work closely with the Idaho Health Department, South Central Public Health District, the Idaho State Department of Education, and other official agencies to make an informed decision regarding the necessity, and length, of the emergency school closure. CCSD will consider the [CDC's consideration for school closure](#), as well as information from official sources and community input, when considering a decision regarding an extended emergency school closure. CCSD staff is directed to devote nearly all of their time, energy, and resources to the implementation of the Big 5 Learning Initiative to teach the students as normal. However, instructional staff is asked to brainstorm methods of delivering alternate instruction including an online presence should that become necessary.

Emergency School Closure Plan

1. Tuesday, March 17, 2020: The school will be opened from 8:00 to 2:00 in order to provide time for the parents and students to retrieve any essential personal items from the school buildings. CCSD staff will remove any living plants or animals and take essential personal and educational items as they exit for the day.

2. Wednesday, March 17 to Thursday, April 2: In order to ensure that the sterilization of the school is facilitated in the most efficient manner, all school fobs will be deactivated and will not be reactivated for school staff until Thursday, April 2nd, and will be fully

reactivated when school resumes. Only essential personnel, designated by the district, will be allowed in the building.

3. March 17th - March 30th: Teachers will not be assigning work to students unless you have made specific arrangements with your child's teacher(s). The only exception is for those students who are currently enrolled in an IDLA class which has assignments due during the emergency closure window. If your child is one of the students enrolled in an IDLA course, please refer to the IDLA section in our updates.

4. March 30 - April 1: Teachers will begin to investigate and brainstorm alternate forms of instruction, and how to maintain an online presence, in order to contribute to the conversation regarding such options scheduled to occur on April 2nd.

5. April 2nd - April 10th: Teachers will begin to prepare lessons for remote learning, as well as a plan for keeping an online presence, in the event of an extended school closure and we are unable to return to school on April 13th. Should remote learning become a necessity, CCSD is committed to providing the best instruction possible. In order to support Camas instructional staff in providing this instruction, adequate time and training will be provided.

6. Teachers will be contacting the parents of students enrolled in their class(es) to clarify what is needed between Thursday, April 2nd and Wednesday, April 8th. If you have not heard from the teacher in whose class your child is enrolled by April 9th, please contact the teacher.

7. On March 30, the District Leadership Team will meet together to further facilitate the development of the district's plan to provide developmentally appropriate instructional activities that are individualized for students' needs both in content and delivery as well as a plan for the support of the instructional staff.

8. If the emergency school closure is long term, and requires an alternate form of education, instructional staff will be asked to work within their homes to prepare feasible methods for the delivery of alternate instruction (March 30th - April 1st). Instructional staff will be called back into work and begin immediate planning and receive the appropriate training to deliver said instruction. We will take into account the anticipated academic and economic impacts to provide academic support, school-based meal services, and other services as required by our students' service plans. We will also consider economically and physically vulnerable children, at-risk children, and support for families adjusting to the alternate instruction. We will use the data from the parent survey to help us with our plan so we are better able to mitigate the negative effects of such a closure. The time for preparation and training could range from 3-8 workdays as indicated in numbers 4, 5, and 6 in this section.

9. IDLA: For those students who are currently enrolled in an IDLA course and for whom a need for devices or internet was indicated on the Extended School Closure Survey, devices are being issued to IDLA students only on Wednesday, March 18th, from 10:00,

am to 12:00 pm at the school. Non-IDLA students requesting these devices will receive them on Monday, April 13th, only if an extended closure has been announced. For those IDLA students who are currently enrolled in an IDLA course, and for whom a need for internet assistance was indicated on the Extended School Closure Survey, internet devices will be distributed as soon as those devices come in. These devices have been ordered. When those devices come in, you will receive additional information as to how and when they will be distributed.

10. The district has 20 jetpack internet hotspot devices on order and will issue the jetpacks and the computer devices to those students identified as needing this support on the district survey as soon as the instructional staff is prepared to deliver the alternate instruction but no later than the 13th of April

11. **Food Services:** *Camas Community Pantry, Inc.* has generously partnered with Camas Schools to assist in the delivery of district-provided food for those students who need breakfast and lunch during the emergency closure. We cannot express the gratitude we feel for their willingness and generosity in providing this necessary service to those of our students who were identified as needing these services. Students will be provided with sack breakfast/lunch at the *Camas Community Pantry, Inc.* between the hours of 8:00 am and 9:00 am on Wednesday, Thursday, and Friday of this week (3/18, 3/19, 3/20) as well as on Monday, Tuesday, and Wednesday (3/30, 3/31, 4/1). Students who were identified as needing breakfast/lunch on the survey sent to parents on the weekend of March 14th may pick up their sack breakfast/lunch at Camas Community Pantry, Inc's location at 519 1st Street West, Fairfield, ID. As with the sacks provided by the school, **parents who would like to "grab and go" must be accompanied by their student(s). The child must sign that the breakfast/lunch was picked up. We are not allowed to give any parent the sack breakfast/lunch unless the child is present.** If food services were not requested for your child(ren) on the original survey but you have now determined that these services are necessary, please contact the school at (208) 764-2472 or by emailing Wendy Jewett at wjewett@camascountyschools.org . We are adamant that any child needing breakfast/lunch is provided with them.

12. When the teachers are prepared to deliver the alternate instruction, the district will inform the parents, guardians, and students of the start date of school. The teachers will be in contact with each parent and student throughout the planning process and will also be responsible for contacting and implementing the alternate instruction for their students.

13. The State Department of Education has informed us that they intend to hold the district harmless when it comes to funding for poor ADA. This means we will be able to pay our employees during school closure.

14. The chart below outlines the seat time requirement according to Idaho Statute 33-512 and the actual hours we require. The State Department of Education has informed us that we may receive a waiver for the time requirements should a closure exceed the

Camas County School District #121
Coronavirus School Closure,
Delivery of Instruction, & Reentry Plan

days we have built into our regular calendar. The column, "Days +/-" shows how many extra days we have in our schedule before we would have to make up any time in the unlikely event that a waiver is not granted. Currently, we have one emergency snow doy and the board has approved 14 emergency days for the closure due to the coronavirus for a total of 15 emergency closure days at this point.

Grades	Require Hours	Actual Hours	Hours +/-	Days +/-
K	450	942.52	+492.52	+84.19(86.19)
1-3	810	992.791	+182.791	+29.96(31.96)
4-5	900	992.791	+92.791	+15.21(17.21)
6-8	900	1060.78	+160.78	+25.387(27.38)
9-11	990	1060.432	+70.432	+11.121(13.12)
*12	979	1030.55	+51.55	+8.139 (10.13)

*: Requires Board approval and action.
(): Indicates two additional emergency days allowed by statute.

15. There will be many remaining questions including but not limited to extracurricular activities, academic fair, state testing, graduation, and other school-sponsored events that will be part of our considerations and we will use a collaborative approach with the authorities as well as all local stakeholders if we are pushed to long-term school closure. These plans will be completed after implementation of the alternate instruction plans.
16. During a short to medium emergency school closure, for any students for whom the IEP will expire during the closure, the case manager will create written notice documenting the following: explanation of circumstances leading to the expiration of 365 day IEP timeline, assurance of the extension of the current IEP and continuation of services, and an estimated timeframe for the scheduling of a new IEP team meeting. In the event of a long-term emergency closure is deemed necessary, the Director of Special Services will contact the parents of students receiving services under IDEA (IEPs) to discuss parental concerns regarding continuation of services as well as the method in which those services may be provided. An IEP team meeting will be called, via conference call, to determine the need for an amendment to the IEP with regards to change of placement and other services decisions.
17. We will continue to encourage sick staff members to stay home. We will follow our district sick leave and sick bank policies. For the duration of this emergency, if a staff

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member has a doctor's note requiring the staff member to stay home due to a contagious illness or a positive test for the coronavirus, then the district will pay for the staff member to staff home for the designated recovery time.

18. Communication with all stakeholders is essential. In order to avoid large group gatherings, due to an abundance of caution, we will continue to communicate using email and telephone through School Messenger, as needed. We will also solicit input using surveys. We are open to other forms of electronic communications, as well.

Explanation of Staff Division of Labor During An Emergency School Closure:

Administrative Staff: Expectation of administrative staff will be required to complete the development of any, and all, plans necessary for the resumption of instruction within the school's physical plant, alternate instruction off-site in the event of an extended school closure, and the completion of plans required by the Idaho State Department of Education.

Certificated/Pupil Service Staff: Expectation is that certificated/pupil service staff provides developmentally appropriate instructional activities that are individualized for students' needs both in content and delivery.

Technology Staff: Expectation is for technology staff to fulfil the contract with the district. They will be preparing and maintaining all devices and internet services issued to the students. They will also be preparing the technology required to administer state assessments.

Food Services Staff: Expectation is that food service staff prepare breakfast and lunch for all students for every planned school day that was cancelled due to the emergency closure. They will perform all of their regular duties.

Student Services Staff: Expectation is that the student service staff, and contracted related service providers, will continue to fulfil their contract with the district; including, if needed, alternative methods of providing services to students.

Transportation Services Staff: Expectation is that transportation staff is on call and ready to perform services. The district plan is to meet with the board to approve paying all transportation staff

Other Classified Staff: Expectation is that other classified staff are on call and ready to perform services as determined by the district. Classified staff that typically provide instructional assistance to specified students will have the expectation of continued performance of those

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Coronavirus School Closure,
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services as indicated by the student's service plan (IEP, 504, ELL, etc) as determined, or revised, by the team, including but not limited to home-bound services.

<u>Re-entry After Emergency School Closure Plan:</u>

1. Camas County Schools is anticipating student re-entry to the school facility on Monday, April 13, 2020. To ensure the continued safety of the students, staff, and community the following measure will be instituted:

   a. All students, upon entry into the building, will be checked for elevated temperature. Staff members will be stationed at all three entry points (south walker door, north bus door, and front door) with thermometers to identify any student with a temperature of 100 degrees or higher. Upon determining that a student is running a fever, the student will be isolated while their parents are notified of the need for the student to return home. Parents will be reminded of the CCSD policy that students need to be fever-free for 24 hours, without fever reducing medication, before they will be allowed to return to school.

   b. All of the sanitation and prevention methods enumerated in the <u>Prior to Emergency School Closure Plan</u> above will be reinstituted and will continue until it has been determined that the precautions are no longer necessary. The necessity of the above listed precautions will be determined by a consideration of the factors and the guidance being disseminated by the Idaho Health Department, South Central Public Health District, the Idaho State Department of Education, and other official governing bodies by the administration and the CCSD Board of Trustees.

Idaho State Department of Education

District / Charter Coronavirus Response Plans

The information in this document is provided to the State Department of Education by Idaho's school districts and charter schools. Please contact your local school district or charter school if you have questions or concerns about the enclosed plans.

Last Updated: March 20, 2020

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Paula kellerer

Email   pkellerer@nsd131.org

District / Charter Name   Nampa

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Student Learning - we are online starting March 31. Some classrooms will deliver a distance model. Food services: Food boxes this week targeting migrant, homeless, unaccompanied, and low income. No food service during spring break. Resume food service after spring break with food drops on our regular bus routes.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

Yes!
All staff have options to work virtually, take extended leave, or choose to make up days at the end of their contract. Supervisors are creating alternate plans for work if staff member is vulnerable or potentially has been exposed.   We implemented our business continuity plan 1 week ago with essential function personnel now working off site or at different sites.

3) Learning Plans

- Short Term Closures and Extended Closures

- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Cleaning protocols have been in place all year --- Pertussis prepared us. COVID deepened our response.
All students have access to devices. We are working on ensuring access to internet in neighborhoods.
Graduation -- no decisions at this point.
Special Education -- plans are in place. HAVe been reviewed by an attorney. Website is ADA compliant.
We are ready!!!!
We closed to students this week on Tuesday. We open virtually on March 30 for teachers, March 31 for students (virtually).

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

Communication has been going every Friday for the past 4 weeks.
This week, every day.
We have set minimal expectations for staff regarding student/family contact and minimum hours of instruction for students.
Staff will send detailed communication on Monday after spring break to connect families so they are ready to go on Tuesday after spring break.
All communication has been translated, sent home through email, social media and is posted on our coronavirus update page on our website.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

Still working on this in regards to a physical return to a building.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Molly Stein

Email   steimoll@sodaschools.org

District / Charter Name   Soda Springs School District 150

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

> 📄 docx   Coronavirus Plan SD 150.docx

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options– Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Final SD 150 Coronavirus School Plan Agenda
March 14, 2020

GENERAL CONCERNS

CONCERN	DISTRICT OFFICE	SSHS	TMS	THIRKILL	COMMENTS
Safety and Hygiene	- Continue to follow CDC guidelines as well as Considerations for School Closure. - Make sure custodians and staff are trained in guidelines for cleaning and distancing. - Inventory cleaning supplies. Keep secure. Should know how many weeks of cleaning supplies and paper products are available. - Encourage sick students and staff to stay home.				
Identify at risk Staff/Students at	KEEP CONFIDENTIAL FILE: BE READY TO ACCOMMODATE				Over 60 with underlying health issues: Heart, Asthma, Diabetes, Immunosuppressed, other:
Parents keeping students home	- Parents may pull students at any time. - Encourage parents to participate in on-line or other homebound activities. - Will monitor absences to evaluate if closure may be a better option than half in... half out. **Closed 03/19/2020**				Seat time will be counted if they are working at home counted as homebound. Don't die on this hill. Waiting for further guidance.
Essential Personnel for Closure	Stein Balls/Beeton	McMurray	Daniels	Worthington	Principals should have back up to cover building. Daniels is Stein's backup.
	Bassett	Poulsen	Gaines	Steele	
	Wells/ Hamilton	Robinson/Christenson	Barfuss/ Stewart	D. Clegg/ L. Dunn	
	Torgesen				
	S. Barker, J. Stoor, A. Erickson, D. Lau				
	D. Barker (limited)				
	B. Gentry (limited)				
Access to Building	For closure: Limited to necessary function of payroll, management of programs, and facilities. Limited public access to District Office. No public access to school buildings. No rentals. No groups other than emergency need of city and/or county emergency teams. Reevaluate as process continues.				

Events scheduling	No Events District-Wide beginning Monday, March 16, 2020
Travel	No faculty will be approved for travel Beginning, Monday March 16, 2020 until further notice. All personal travel is discouraged as per CDC guidelines (every changing).
Communication	Beeton/Bassett/ Building Principals Facebook, Website updates, Txtwire, Powerschool Alerts, Txtwire, Remind 101, County Alerts: District office and each building will have a communication plan to coordinate with students and parents.
ISAT Testing	Waiting for information regarding waivers.
Classified Pay	Are confident we can continue to pay classified and certified staff. No solutions from SDE on Food Service and Transportation as of yet.
Medicaid	Pending
Food Service	Plan to accommodate FRL and certified students. Coordinate with transportation. Plan posted below
Special Education	Plan will accommodate all students. Mr. Worthington will be relaying information to teachers, parents, and providers. Plan to accommodate special needs students posted below

STAFF EXPECTATIONS FOR CLOSURE PRINCIPALS SHOULD SHARE WITH STAFF/PARENTS

THE PRESIDENT HAS INITIATED A 15-DAY PLAN TO STOP THE SPREAD. STAY HOME AS MUCH AS POSSIBLE FOR THE NEXT TWO WEEKS.

Your safety and the safety of your family is very important. During the closure, we are imposing the following guidelines:

- After the initial closure, teachers and on-call staff should only enter the building for underline short periods of time and for activities such as photocopying packets, paying bills etc.
- Final closure for students will be March 18, 2020. Final closure for teachers will be end of the day Friday, March 20, 2020. At this time, custodial Staff will be cleaning and disinfecting the building. Entering the building after this time must be approved by the building principal in coordination with the on-duty custodian. One bathroom will be available. Please contain usage of the building to your own area.
- **The building principal must give permission for any staff member to be in the building after March 20, 2020.**
- Teachers in the high-risk group should remain at home. Principals will provide assistance as needed.
- Paraprofessionals (not in the high-risk groups) should remain available to monitor, tutor, be on-call to help teachers on-line.
- Staff members displaying any signs of illness should refrain from using the building.
- Work with Mr. Bassett for specific technology needs.
- **No students** will be allowed in the buildings, **including your own**.
- **Coaches:** No practices are allowed. Students should not be encouraged to plan group practices on their own. No district facilities, indoors or outdoors, are open for practices. Make sure volunteer coaches are aware of this. No Little League.

If a limited number of students have the need for technology/packets/ or other support, they may have access to the building Thursday, March 19, at the discretion and with the permission of each building principal.

ALL SCHOOLS

Continual Service to students and ADA current guidance and ideas	▪ To receive credit, attendance must be taken for students while they are considered homebound or online. ▪ Instruction must be at least 4-hours/day or more to count for ADA full day (after waivers). Providing a full day of course work will suffice. It does not have to be 4-hours logged online, for secondary students. Work time offline is considered. Instruction must be provided by certified teacher. ▪ Students without access to Internet must be identified and accommodated either through devices, or packets. Access point for drive by Internet is being set up at the District Office. ▪ Delivery of non-computer-based materials must be scheduled or mailed. ▪ Teachers should be in contact with students daily either by phone, online meeting, or email. Online or other Office hours are established by building or teacher. Monday-Thursday and are appropriate online only, not face-to-face. Could be a chat per class, group email where all respond, etc. The options for student communication will be up to each building. Parents can log time. ▪ School Calendar will remain in effect.

DISTRICT RESOURCES

Idaho Information: School tab **coronavirus.idaho.gov**
Local Updates: www.sodaschools.org for district documents
CDC Recommendations for School Closure https://www.cdc.gov/coronavirus/2019-ncov/downloads/considerations-for-school-closure.pdf
Idaho Parent Educational Resource Center https://perc.sde.idaho.gov/
CDC Guidance for Mass Gathering Next 8-weeks 13/15/2020 https://www.cdc.gov/coronavirus/2019-ncov/downloads/Mass-Gatherings-Document_FINAL.pdf

IDLA Supports and Services

Also, I wanted to give you a more concise list of the support and services IDLA will be providing to districts/charters in the event of emergency closures due to COVID-19.

▪ IDLA will provide IDLA course curriculum (online textbooks) to schools.

- IDLA will be hosting multiple webinars covering a variety subjects. (Examples: How to plan for an eDay, how to use IDLA content, how to use Google Meets to hold a virtual class, best practices in using synchronous tools for a virtual class, and strategies and example activities to use in a synchronous session.)
- IDLA will provide a support desk where district/charters can obtain support on how to implement their eDays, and provide additional resources and services.
- Districts/Charters can enroll their students in full IDLA classes and receive all IDLA supports for students registered in IDLA classes.

Links:

eDay website, IDLA eDay Webinar Calendar

Example IDLA Curriculum

Please let us know if you have any questions, or if there is anything we can do to help and support. Below is more detailed information on IDLA supports and services: Idaho Digital Learning Alliance (IDLA) will offer support and services to schools in the event of emergency closures due to COVID-19. Visit our eDay website for more information. A high-level overview of the support and materials we are putting together are below:

Online Content

IDLA will provide access to internally created online textbook content for districts and charters for the duration of the closure. This content is created to Idaho Standards and targeted at grades 7-12. The content will include lesson objectives, lesson content, videos with transcripts, and non-graded interactivities.

Digital Learning Support

IDLA will offer regular office hours where district teachers and staff can request individualized assistance in implementing a Virtual Classroom or IDLA eDay content.

IDLA will also be hosting multiple webinars about online pedagogy, how to use IDLA resources, and how to use collaborative online tools. Webinar dates and times will be posted on the IDLA eDay Webinar Calendar.

Virtual Collaborative Classroom Tools

Google has made Google Meet premium free until July 1, 2020. This allows for the recording of meetings and allows up to 250 participants Google Meets Premium needs to be enabled by your school, and IDLA can assist schools with setting Google Meet and Google Classroom up. **How District Sign Up for Support**

Districts who want to utilize this service should request support from IDLA via the Emergency eDay Form.

SPECIAL EDUCATION GUIDANCE FOR IEP/504 SERVICES DURING CLOSURE: WORTHINGTON/GOODE

General Guidance
- Students on IEPs/504 must be provided with materials in the same manner as general education students and have access to instructional support via email, or other technology options (depending on individual school), and/or typical assignments, such as paper/pencil.
- Modifications and accommodations, as noted in student IEPs/504 will be provided to the extent possible and necessary based on the type of instruction.

- General Education Teachers:
  - Will be cognizant of IEP/504 accommodations and implement to the extent they can be applied.
  - Will coordinate with the IEP/504 case managers to implement accommodations as needed.

SPED Teachers' Goal is:
  - Support general education teachers with lesson planning as needed to implement accommodations and modifications.
  - Launch activities for their own classes for the necessary students.
  - Work on IEP paperwork and meet required timelines
  - Communicate with parents and document that communication.

FAPE REQUIREMENTS
- When a district has extended school closures, the district will remain responsible for FAPE (Free Appropriate Public Education) of students with IEPs/504.
- If a school closure causes educational services for **all** students to pause within a school district, then the district is **not** required to provide special education services to students with IEPs/504 during that same period of time.
- After extended closures, case managers are responsible for reviewing how the closure impacted the delivery of special education and related services to students with IEPS/504 on a case by case basis to determine if compensatory services are required.
- Please review: The U.S. Department of Education issued the following guidance related to services for students with IEPs on 3/12/2020.

IEP Services
- Specific materials will be provided either in a paper/pencil format, or via technology, (depending on school) as appropriate for making progress on IEP goals.
- Services will be delivered for each IEP goal (or written guidelines directions for paper/pencil) with assigned tasks to be completed and submit for IEP goal progress data.

Primary Services
This IEP service/instruction will be in increments in accordance to services which are provided throughout each week.
- For example, if the student gets academic/behavior services (reading, writing, math, behavior skills, etc.) daily, then a lesson for each goal will be provided to the students. This can be delivered in the form of a paper/pencil guidance along with task(s) to complete to practice the skill. Please correlate with the general education teacher(s).
- Special education teachers should coordinate with all general education teachers with whom they collaborate. This communication could include lesson planning, lesson execution, and student feedback.
- Special education teachers should provide activities or work pertinent to IEP goals for each student. Activities or work can be provided via paper copies or on-line (depending on school). Students/parents will be required to turn in the assigned activity to the special or general education teacher.

Special Education Paperwork
- Special education teachers and related service providers will continue to work on IEP and evaluation paperwork within required timelines. Case managers will work with individual teams if IEP meetings are going to be held via phone.

FAMILY COMMUNICATION: Top priority
- The number one priority is to communicate with each family on your caseload in a meaningful way to discuss the plan you have created for their student during the closure and post closure for learning. Please log all communication with families.
- Regardless of your mode of communication to each family and student, please ensure that you cover the following items:
  - What your plan is for their individual student(s) and the provided services
  - How you will communicate during the closure.
  - How you will communicate with them post-closing

Instruction
- Collaborate with general education teachers regarding instruction/alternative instruction that will be available to students during a long-term closure.
- Review the Supplementary Aids and Services that a student currently has in their IEP and consider services they may need to be added to the IEP to access the instruction.
- Identify students who may not have home access to the internet or who are unable to access internet due to their disability.
- Collaborate with general education teachers/classroom teachers to prepare alternative learning activities and materials that can be shared with families that do not have home internet access or students who are unable to access learning due to their disability.
- Track all communication with families during the closure.

Students Curriculum Resource
A suggestion for students who participate in alternative (Life Skill) curriculums, districts are required to provide families with educational materials and learning activities as well.
- Prepare some "learning packets" that can be sent home with students.
- Suggest functional learning activities that students can practice at home with materials typically found in the home; money, time, measuring, menu's, newspapers, magazines, grocery lists, etc. to support ELA/Math skills. Have students document and communicate what they did and learned with you.

IEP Meetings
- Be prepared to hold IEP meetings via the phone or online platform with families

Initial and Re-evaluation Meetings
- If the IEP team determines that there is sufficient data to determine eligibility, then the IEP team should proceed to determine eligibility, and it would be appropriate to conduct the meeting as planned as a phone conference or virtual platform.
- You will still need all participants who would have normally attended, attending in the virtual format. If parents do not want to attend virtually, document three attempts to include them.
- **If you do not have the data needed to complete the initial or re-evaluation:**
  - If the data cannot be gathered in any way, consider the student "not available" because the school is closed; therefore, the "student not available" exception would apply, and the timeline could be extended. This option needs to be communicated to Rod Worthington, Director of Special Education Services.

SLP (Speech Language Pathologist)
- As a case manager, ensure your students have access to all the online material, or other mode of service,
- For direct therapy, identify the best method to deliver instruction based on individual student learning style. Specially designed instruction could include, but not limited, to collaboration with the family through conference call or virtual chat, and/or specially designed home practice activities either sent home (paper/pencil) or sent electronically.
- If interventions are delivered online, work with families to ensure they have the ability to access instruction.

Online Resources
- Instruction for Teacher or Parents
- https://www.storylineonline.net/ (great read alouds)
- independent living and vocational activities
- PBS Kids
- Sesame Street
- https://code.org/learn Coding
- https://www.almanac.com/kids All subjects
- National Geographic Kids
- Starfall.com Math/ELA
- http://thekidzpage.com/ Variety
- https://kids.scholastic.com/kids/home/ Variety
- https://www.funbrain.com/ Variety
- http://www.nickjr.com/ Variety
- https://www.timeforkids.com/ Variety
- http://disneyjunior.disney.com.au/games Games
- https://swingeducation.com/resources/education-companies-offering-free-subscriptions-and-content-online/ List of companies offering free online resources to teachers during COVID-19.

Teaching Tips
- How to create a google classroom
- How to create an assignment in google classroom
- How to record yourself teaching on a chromebook

COVID Information
- Department releases COVID-19, IDEA-related Q-and-A
- Recorded ZOOM call with **Laurie Vanderploeg**, Director of OSEP (3/13/20)
- **Considerations for Special Education Administrators** (3/13/20)

Coronavirus (COVID-19) Resources for Schools

Schools can play an important role in efforts taken by health officials to prevent the introduction and spread of COVID0-19, Coronavirus. The U.S.

Department of Education and the Centers for Disease Control and Prevention (CDC) have encouraged state and local education agencies to share crucial information about the disease and its potential transmission to students, families, staff and community members. Should state and local health officials deem it necessary to take additional steps to stop the spread of COVID-19, schools are in a unique position to help.

The Idaho State Department of Health and Welfare maintains a web page with current Idaho-specific COVID-19 information, as does the CDC for the entire nation:
- CDC Coronavirus Disease 2019 (COVID-19) Web Page
- CDC Frequently Asked Questions and Answers: Coronavirus Disease-2019 (COVID-19) and Children

The CDC has also published Interim Guidance for Administrators of US Childcare Programs and K-12 Schools to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19). and encourages schools to continue to continue promoting these time-tested everyday disease prevention strategies:
- If you are sick, stay home from school.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose or mouth.

Schools may also share relevant CDC fact sheets to help students, families, and staff understand COVID-19 along with steps they can take to protect themselves:
- What you need to know about coronavirus disease 2019 (COVID-19)
- What to do if you are sick
- Stop the spread of germs – help prevent the spread of respiratory viruses like COVID-19

Additionally, the U.S. Department of Education maintains a COVID-19 ("Coronavirus") Information and Resources for Schools and School Personnel web page that is updated as new information becomes available. They also maintain an email address, COVID-19@ed.gov, that schools may contact with questions about the disease.

IHSAA

https://idhsaa.org/

3/16/2020 TO: IHSAA Member Schools FROM: Idaho High School Activities Association

RE: State Sponsored sports & activities The Idaho High School Activities Association, in the response to COVID-19, and to best serve our member schools, student participants, coaches and Idaho families are announcing the following:

• Cancellation of the Association's State Cheer/Dance Championships, this event will not be re-scheduled.

• The State Debate Championship is still postponed as we work on the possibility of combining with the State Speech Championships.

• Suspension of sanctioned sports and activities for all of its member schools effective Tuesday, March 17 through Sunday April 5th.

Implementing cancellations and/or suspension is taken in part with consultation with public health officials to implement best practices in slowing the spread of COVID 19 and therefore aid in protection of students and the general public; to reduce competitive inequity among member schools and in an effort to have the opportunity to hold our spring state tournaments/events on the assigned dates/sites as those dates will not be extended. During the suspension, IHSAA member schools are not to compete in games or contests. Member schools are not to conduct practices in IHSAA sanctioned sports at any location. Neither member schools nor their coaches nor student athletes are to hold meetings. Member schools are not to allow students or coaches at any IHSAA member school to use the school's athletic facilities for a practice, game or contest in any IHSAA sanctioned sport regardless of the affiliation (club or otherwise) of the group seeking to use the facilities. The use of athletic facilities for currently scheduled classes as a part of the regular school curriculum such as P.E. classes is allowed. Rule 8-11, Outside Competition is still in effect. The IHSAA office as well as the Board of Directors, will continue to monitor the rapidly changing landscape of the COVID-19 information and will work with our member schools and health officials to make informed and well thought out decisions. Additional information will be sent to schools and/or districts as it becomes available.

3/13/2020 - In light of concerns surrounding COVID-19 with respect to IHSAA spring sports, the office of the IHSAA would like to provide the following considerations and clarity.

Regular season contests are conducted at the discretion of our member schools. Currently, the guidance being provided by the Idaho Department of Health & Welfare recommends postponing or canceling mass gatherings and public events in any of the following situations:

- The event will draw audiences or participants from communities, states, or countries with confirmed community spread of COVID-19 disease. Your local public health district can assist you in making this determination.
- The event will be held indoors and bring together more than 250 individuals where social distancing of 6 feet or more is unlikely or not possible.
- The event's primary audience includes or may expose high-risk populations, including adults over the age of 60 years and people with

underlying chronic medical conditions like heart or lung disease or diabetes, regardless of the number of attendees.

Local jurisdiction shall prevail with regard to whether contests in the regular season are conducted. At this time, the IHSAA is planning on staging all spring sport tournament series events as scheduled until further notice.

MEDIA RELEASE
IHSAA POSTPONES STATE CHAMPIONSHIPS
March 12, 2020 – (Boise, ID)

The Idaho High School Activities Association has postponed the remaining Winter State Championships. This includes (effective immediately) Debate and Cheer/Dance State Championships.

The IHSAA will continue to collaborate with Idaho's public health authorities, including guidance from the Department of Health and Welfare, Center for Disease Control and the State Department of Education in order to help slow the transmission of the coronavirus.

We are working with GoFan, our on-line ticketing partners to ensure those who purchased State Cheer/Dance tickets will be reimbursed if necessary.

The IHSAA will continue to give updated information as this situation develops.

PANDEMIC FOODSERVICE PROTOCOL

03/17/2020
Upon the announcement of school closures for a pandemic quarantine, the following will be implemented and put into action. The FSD will apply for a waiver from the State Department of Education Child Nutrition. When the waiver is approved, service will begin.

Essential staff will be identified and notified of duties. These duties are either preparation of meals or serving of meals. Staff who fall in high risk categories will not be utilized. Staff will report to their supervisor immediately if they develop symptoms of the virus.

1. All meals will be fully reimbursable and meet all USDA requirements.
2. It is our goal that "high risk" children have lunch made available. Meals must be advertised for all students as free.
3. Breakfast for the next day will be packed with the lunch of the day. Therefore, breakfast will not be served on the first day of deliveries.
4. Children stating special needs meals due allergies MUST have an official signed USDA medical form on file with the Food Service Director.
5. Meals will be served March 23, 24th, 30th,31, April 1st and 2nd. Waiver is requested from March 18-June 30, 2020 to cover any changes.
6. Pick up sites and times are as follows: Thirkill Elementary 11:00am-1:30pm

Meal Preparation:
7. Meals will be prepared at Thirkill Elementary. Each meal will meet USDA reimbursable requirements. Namely, Meat or Meat Alternative,

Grains, Fruit, Vegetables and Milk for lunch. Grains, Fruits, Milk for breakfast with meat or meat alternative rotating into the meal pattern.

8. Employees will be free of any pandemic symptoms.
9. Frequent handwashing and changing of gloves will occur.
10. Surfaces and equipment will be disinfected before and after preparation of food.
11. Meals will be placed in individual serving containers such as a brown paper bag or a clamshell container.
12. Minimal staff will be utilized to complete preparation.
13. Aprons will be washed after every preparation shift.

Meal Service

> **Option A**

14. Meals will be served as grab and go from the Southeast entry of the cafeteria at Thirkill Elementary. These meals are for pick up only and dine-in will not be allowed.
15. Meal service will take place from 11:30a.m. to 1:00 p.m.

ASSESSMENT INFORMATION <ONGOING>

Assessment & Accountability Newsletter – SPECIAL EDITION

Wednesday, March 18, 2020

Please review the following guidance for the 2020 Spring test administration windows. This information is subject to change and

updates will be posted on COVID-19 Resources Website and communicated to district superintendents and assessment coordinators.

ISAT ELA, Math and Science:
- The ISAT window opened Monday, March 16 for ELA, Math, Science and alternate assessments. We are prepared to support testing administration should schools in session want to proceed with their local schedules.
- We have extended the assessment window to close on May 29, 2020 as an early first step to accommodate school closures.
- Paper test materials were slated to arrive in schools next week. We have held those shipments and will release once return to school dates are known.
- The IPASS Application Portal to collect alternate assessment science artifacts has been extended to April 30.

SAT School Day:
- The SAT School Day administration scheduled for Tuesday April 14 has been moved to the make-up day, April 28.
- All high schools in Idaho should plan to administer the SAT School Day on April 28.
- We will not offer a new make-up day.
- The College Board is canceling their May weekend SAT administrations, which impacts our virtual school students.
  - Students in our virtual schools who planned to take the test in May can use the voucher for the June 6th administration.

- The Department will discuss with the State Board of Education the graduation requirement to complete a college entrance exam for students who are unable to participate this year.

ACT Update:
- ACT has rescheduled its April 4 national test date to June 13 across the U.S.
- All students registered for the April 4 test date will receive an email from the ACT with information on how to reschedule to June 13 for free. Students will also have the option to reschedule for a different national test date.

Idaho Reading Indicator:
- The IRI window is currently scheduled May 1 – May 31.
- At this time, we will proceed as planned with the IRI window.

ELPA:

To accommodate extended school closures due to the Coronavirus, original ACCESS timelines have been modified. Data validation, digital and printed reports, and the ACCESS appeals window are being delayed by approximately one week. Subsequently, as the department receives new information and the situation in Idaho is re-assessed, additional adjustments may be made.

ACCESS – LEA Data Validation Window Change – March 31, 2020 – April 13, 2020
- It is important districts use the Pre-Reporting Data Validation window to identify, modify and correct any possible errors in student demographic, accommodation, and/or test result information prior to the State's Pre-reporting analysis.
- For explicit directions on how District Test Coordinators can perform data validation please refer to the WIDA AMS User Guide Supplement Data Validation found within the WIDA Secure Portal under the Download Library.
- ACCESS Reports & Data Files – May 19, 2020 / May 28, 2020
- District and School Test Coordinators will be able to view digital ACCESS reports online through the WIDA AMS portal on May 19, 2020. Physical Reports will be mailed to the district on May 28, 2020.
- ACCESS Appeals Window – May 27, 2020 – June 9, 2020
- The ACCESS Appeals Window is currently scheduled May 27, 2020 to June 9, 2020.

- **Accountability**:
- The Department is working with the US Department of Education to provide as much flexibility to schools during this time. Current guidance from the US Department of Education regarding assessment and accountability is found here: https://oese.ed.gov/files/2020/03/COVID-19-OESE-FINAL-3.12.20.pdf
- We recognize that school closures and student absences during the test window may lead to an assessment participation rate below 95 percent. In such a case, the Department will seek a targeted one-year waiver for any impacted school.
- We are coordinating with the US Department of Education should we need to seek an accountability waiver for annual TSI and ATSI identification.
- We will address the three-year cycle for identifying schools for comprehensive support and improvement later this spring. Preliminary options include extending the identification cycle to 2022, but a final decision will be made in consultation with the State Board of Education, the US Department of Education and the Federal Programs Team.

Engagement Surveys:

The Student, Staff and Parent Survey window will close on March 31. We don't plan to extend this window as we know schools will be focusing on other things upon returning to school. We recognize there may be gaps in the data and we are prepared to pursue the necessary accountability waivers at the appropriate time.

TECHNOLOGY

- MR. BASSETT IS COORDINATING WITH EACH BUILDING PRINCIPAL TO ASSESS NEED
- PREPARING CHECK OUT DEVICES FOR STUDENTS AND STAFF
- ASSESSING INTERNET OPTIONS FOR STAFF WITHOUT ACCESS
- WORKING WITH INDIVIDUAL TEACHERS TO MAKE SURE THEY HAVE WHAT THEY NEED AT HOME
- ENSURING ESSENTIAL STAFF CAN MEET THROUGH ALTERNATIVE METHODS
- ARRANGING DRIVE UP ACCESS OF INTERNET DOWNLOADS FOR STUDENTS IN REMOTE AREAS

CONTINUAL INSTRUCTION PLANS

SODA SPRINGS HIGH SCHOOL CONTINUAL LEARNING PLAN AND CONTACT INFORMATION

HOMEBOUND EDUCATION PLAN: Coronavirus 2020

A. Teachers will take attendance via *daily* journal/log of what they did/learned in *each* class.
1. Extra credit to be given for REFLECTIVE journaling.
2. Students will turn in these daily journals/logs each Friday via various methods.
3. Teachers will take attendance on Powerschool at the end of each week based off journals the student has turned in.
   a. If a student does not turn in their journal, they will be marked absent.
4. Teachers will input grades for these journals and other assigned work at the end of each week.
5. Teachers will keep these logs as evidence of student attendance and demonstrated learning.
B. Teachers will use Aleks, Fast Forword, Online textbooks, Online Curriculum, Google

Classroom, Canvas, Educreations, YouTube, Remind, flippedmath.com, etc. to deliver instruction, give assignments and directions, answer student's questions, and for assessments.

C. Teachers will be available to answer student's questions during the teacher's regular school day.

    1. There will be NO direct person to person contact. A teacher's regular school day essentially represents *ONLINE* office hours.

D. Drop off and picking up assignment packets is not needed at this time. However, if this becomes necessary, these times and places will be sent out to parents and students as needed.

E. Students that do not have a device at home will be allowed to check out an iPad or laptop as deemed necessary by their classroom teachers.

F. Students that do not have access to the internet at home will be able to use the outdoor internet access provided by the district over by the district office.

G. **Demonstrated learning must take place in each class during this time to receive credit.**

H. We will have schoolwide communication through Remind. This includes all staff and all students.

TIGERT MIDDLE SCHOOL CONTINUAL LEARNING PLAN AND CONTACT INFORMATION

Communication: Schoolwide communication will continue through

- Swift-K Alerting System though PowerSchool (Only office)
- Email
- Phone Calls
- Text Messages using Remind 101 App
- Google Classroom
- School Facebook
- School Website

Curriculum:

- Google Classroom will be used for attendance and curriculum

- Aleks web-based math program may be used for math practice and assessments

- Fast Forward web-based ELA program may be used for ELA practice and assessments

- Online Textbooks may be used based on availability and need

- Mystery Science and CK-12 web-based science programs may be used.

- Mastery Connect may be used for delivery of assignments and assessments

- Students that do NOT have access to a computer/Ipad will be able to loan a device if needed

- Students that do NOT have access to Internet, will be taught by hardcopy textbook, workbook, worksheets that utilize the US Postal Service or Pick-up/Drop-off boxes by the main entrance of TMS.

- Some educational websites: Kahn Academy, Socrative, Quizlet, Kahoot, Smithsonian, Newsela, YouTube, Code.org, Flipgrid, Educreations, Zoom, MacGraw-Hill online textbook, Actively Learn, and many more. Please check with your child's teacher.

Tigert Middle School teachers and staff have prepared grade-level curriculum to continue to serve our students educationally. Homework packets (pick-up and drop-off located at main entrance of building) are available for any student without internet access. Wednesday is our drop-off and pick-up day for packets. The teachers have set up Google Classroom for attendance and instructional purposes. The homebound content and attendance are ready to go for Monday, March 23, school closure date. If you would like access to the homebound services immediately, simply notify your child's teacher. We are ready to accommodate the needs of our students. During homebound education, our teachers will be available from 8:00-12:00 online through Google Classroom. Outside of Google Classroom, please reach out to teachers using email, or remind 101. Please ask questions through this process. It is new to all of us. We will be learning and improving as we deliver homebound education. Attendance and communication are key to the success of homebound education. **Homebound education requires attendance to be taken daily for each class.** Each child will need to check in remotely between 8:00-12:00 with each class for attendance purposes on every school day. Students without internet will receive a call from Mrs. Gaines for attendance purposes. We will continue to follow the school calendar.

School work must be completed and turned into teachers by set due dates. Students must demonstrate learning through homebound educational plan to receive credit.

THIRKILL ELEMENTARY CONTINUAL LEARNING PLAN AND CONTACT INFORMATION

Student Homebound Educational Plan - Thirkill Elementary

If School District #150 issues an *Emergency School Closure – Policy No: 354* due to emergency illness, the Thrikill Elementary Staff is proposing the following educational options for a homebound education:

Parents will be contacted by phone, email, or Swift-K Alerting System through PowerSchool to assist in providing a homebound education during the school closure.

Parents/students will be asked to login to: Istation – Math and Reading, and/or IXL Reading and Math Programs, and Mystery Science for a more concentrated focus on the core subjects: Reading, Math, English Language Arts, and Science. **Please See the Additional Online Resources below.**

I.   Parents will have an opportunity to collect additional homebound assignment "learning packets" provided by the teachers. These packets can be picked up at the Thirkill Elementary main office. This allows parents/students without computer/internet access to complete daily assignments as needed.

II.   Thirkill Elementary teachers and staff have prepared grade-level curriculum to continue to serve our students educationally. Homework packets and online resources will be sent home with students Thursday, March 19. If the student did not attend school the week of (March 16th – 19th and did not receive a learning packet, parents are asked to stop by Thirkill Elementary to pick up the child's packet Thursday, March 19 anytime between Noon and 6:00 P.M. If parents are unable to pick up their child's packet, the packet will be mailed to the mailing address we have on file.

III.   Teachers will be in contact with parents via email and phone calls to check daily attendance and curriculum needs and any questions or concerns they may have concerning the homework that has been assigned.

IV.   Parents will be recommended to perform suggested "functional learning activities" that students can practice at home with materials typically found in the home. These materials include: money, time, measuring, menu's, newspapers, magazines, grocery lists, etc. to support ELA/Math skills. The students should document and communicate what they did and learned with the parent.

V.   Parents will be encouraged to read (a book of choice) and review math facts with their child while homebound.

VI.   VIII. Parents will be encouraged to review the quarterly "I Can" Statements sent home and weekly class newsletters (sent by teachers) for more in-depth assignment details.

Online Resources

- Instruction for Teacher or Parents
- https://read.activelylearn.com/ (Great Source)
- https://www.storylineonline.net/ (Great Read Aloud Books)

- https://www.istation.com/Math

- https://www.istation.com/Reading

- https://mysteryscience.com/
- PBS Kids

- o Sesame Street
- o https://code.org/learn Coding
- o https://www.almanac.com/kids All Subjects
- o National Geographic Kids
- o Starfall.com Math/ELA
- o http://thekidzpage.com/ Variety
- o https://kids.scholastic.com/kids/home/ Variety
- o https://www.funbrain.com/ Variety
- o http://www.nickjr.com/ Variety
- o https://www.timeforkids.com/ Variety
- o http://disneyjunior.disney.com.au/games Games
- o https://swingeducation.com/resources/education-companies-offering-free-subscriptions-and-content-online/ List of companies offering free online resources to teachers during COVID-19.

Teaching Tips:

- o How to create a google classroom

- o How to create an assignment in google classroom

- o How to record yourself teaching on a chromebook

<insert>

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Brian Hunicke

Email   bhunicke@basinschools.net

District / Charter Name   Basin School District 72

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

The Basin School District certified staff is working this week, with out students, on developing online curriculum for PreK-12 students. On March 30th the district intends to provide online courses and paper packets to specific students until further notice. The district is troubleshooting a small group of students who do not have Internet access, we are contacting local Internet providers to possibly outfit those students without access. Our staff is prepared to offer online for the remainder of the school year if needed, we hope to return to a normal routine soon! The district is waiting on a summer seamless waiver so that we will be able to provide food service to all students up to 18 years old. Local child care is provided by a private contractor, so far they are providing care for a small group of students 3 and under. The district leases a building to the Garden Valley Medical Clinic, which is open on Wednesdays and has COVID19 test kits on site.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

Administrative staff will be working onsite and remotely as needed. Certified staff has worked all week developing online curriculum and will be ready to work 100% off site if needed. Classified staff is mixed, custodians and maintenance will maintain the building in a manner that cleans and spreads

contact out so they are not in close contact and maintain the building. Food service employees will be working on providing breakfast and lunches as well as providing long needed maintenance such as cleaning and painting the food service areas in a safe an spread out manner. Some Paraprofessionals will be working online and making phone calls to students and parents, some maybe working on clerical work such as scanning, and some may not work now and trade work hours in the summer. Student service staff will be working remotely. All staff members, approximately 9, with compromised immune systems will be working remotely or in isolation. SPED services will provide special services depending on IEP's. All in all, everyone will be working unless they are sick.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Short term, we are planning online classes for the first two weeks after spring break. We will evaluate every two weeks, but have the possible expectation to offer online classes for the remainder of the year. SPED individualized plans will be addressed at PreK-12 grades online and possible individual visits with professionals depending on the severity of the shelter in place guidelines. Graduation target has not changed at this point. All students will be provided technology if they do not have it, or paper packets if the parents refuse technology or students are unable to access the Internet. Staff members who have traveled shall shelter in place an offer online courses or support online. Those who enter the school district buildings shall do so on a need basis and shall wipe clean and disinfect all areas touched. The custodial staff shall continue to deep clean as well as paint over some areas. Non-essential personnel is not permitted in school buildings. For extended closures the district will adapt to changes and solve issues that arise and is prepared to teach online through the end of the school year.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

Communications with parents and the community will continue through regular phone calls, student management system emails, district web site, social media, the local paper, and text messages. Certified staff will be available to answer questions every day during school hours and will answer email within 24 hours. We are working on a web page that will direct parents, students, and community members to people and needed resources. The web page will be live before March 30, the first day of online classes. In the meantime the district has a COVID19 update page.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

The district will open campus once the district has information confirming the COVID19 virus is no longer a danger to the safety of our students, parents, and community. The certified staff can transition to traditional school more easily than transitioning to online school. The district is working on installing hand washing stations as well as deep cleaning all services including air ducts. All surfaces will be cleaned and free of viruses at least 72 hours prior to student entry.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Spencer Barzee

Email   sbarzee@westside202.com

District / Charter Name   West Side School District #202

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

> 📄 pdf   eDay Planning (Remote Instruction) by Cole.p...

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

We have moved everything online, k-12. At this point, we will not be offering food services, child care, or a health clinic.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

We have vulnerable staff in every area.
As we are completely online for the next 3 weeks and maybe longer, there vulnerable staff are not in danger.
We are not offering food services, transportation services, etc., at this time.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

We are closed through April 6th and will evaluate circumstances in early April to determine when session may be open again.
Spec Ed director has made sure students with special needs have appropriate accommodations and adaptions.
The counseling department is highly involved in the digital platforms and communicating with teachers to make sure kids are on track to graduate.
Tech plan was uploaded earlier.
We are cleaning the facility as directed from the CDC.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

When we communicate to parents it is done through text, email, social media, and on our website. We communicate to students in the same manner but we also do it through our online platforms where the curriculum and assignments are housed.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

The board will meet to determine when this is. We will take into consideration input from the local health department as well as regional and national experts.
Buildings are being cleaning according to CDC guidelines.

1. Established Resources

a. Laptops and chromebooks have cameras and microphones
b. Email - core communication method, but Canvas / Classroom is superior
    i. Canvas / Classroom messages are also emailed
c. PowerSchool - important for parent engagement
d. Google Suite
    i. **[How to share files from Google Drive (drive.google.com)](drive.google.com) (MAKE PUBLIC!!!!)**
e. Canvas / Google Classroom

2. New Resources

a. Record a video
    i. "Camera" app on Windows 10
    ii. Xbox game bar to record your screen (Windows Key + G)
    iii. Some ELMO cameras can connect to the computer with USB
    iv. Smartphone cameras (put video in Google Drive on your phone)
    v. [PowerPoint Voiceover Narration](#) (IF YOU USE THIS, ASK ME FOR VERSION 2019!!)
    vi. Adobe Captivate (Creative Cloud)
    vii. OBS Studio
b. Video Editing
    i. Windows Movie Maker (already installed)
    ii. Adobe Premiere Rush (Creative Cloud)
c. Google Sites
    i. Easily create and update a traditional website
d. Blogger.com
    i. Google integrated blogging platform
e. Google Meet (previously Hangouts)
    i. Free upgrade to professional version has been provided by Google
    ii. **Collaborations** with teacher or student groups for discussion
    iii. Live streaming through Google Calendar Events
f. Zoom Meetings
    i. Free professional version has been provided by Zoom
    ii. Easy one-way streaming for **lecturing**
    iii. https://westside202.zoom.us/
g. Khan Academy
    i. Supports Google Classroom
    ii. Supports Clever and Google login
h. [Crash Course](#) - high quality videos in many subjects

3. Concerns / Issues

a. Scheduling
    i. Possible to schedule around subjects or grade levels rather than periods
    ii. Math at 8am, English at 9am, etc.
b. Attendance?

      i.   Look at attendee list of web conference

     ii.   Google Form question and timestamped response

    iii.   Canvas / Classroom check-in question

    iv.   Quizlet / Kahoot or other live activity

     v.   Canvas "Roll Call" creates attendance as an assignment (present, absent, late, input by teacher)

  c. Students with no internet connection

      i.   Communicate with principal

  d. Elementary students could take devices home as needed

4. Training Resources

  a. Google Meet training

      i.   https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-google-hangouts-meet

     ii.   https://support.google.com/a/users/answer/9282720

    iii.   https://support.google.com/meet/#topic=7192926

  b. Canvas resources

      i.   Course Setup - https://community.canvaslms.com/docs/DOC-13133-415257104

     ii.   Send a Message - https://community.canvaslms.com/docs/DOC-12721-4152719681

    iii.   Upload Files - https://community.canvaslms.com/docs/DOC-13033-415241383

    iv.   Adding Modules - https://community.canvaslms.com/docs/DOC-13129-415241424

  c. Hard Copy Scanning

      i.   Most copy machines

     ii.   Email / USB / Xerox-Scans Folder

  d. Turn in assignments by using photos of hardcopies or video - Canvas "record media"

      i.   http://help.canvas.yale.edu/m/62761/l/707377-how-do-i-submit-media-recording-assignments

5. Other Resources

  a. IDLA

      i.   https://www.idahodigitallearning.org/eday2020/

     ii.   https://docs.google.com/presentation/d/1S1u9iIrCSlWhKdxG9y6VVImwvDb50jJuYiV5HHHjbKc/edit#slide=id.g713cf1e269_0_61

  b. NorthShore School District

      i.   https://www.youtube.com/watch?v=4KXDgmwdTnw

     ii.   https://www.nsd.org/northshorelearns

  c. Cult of Pedagogy

      i.   https://www.youtube.com/playlist?list=PLh8j72So6cvxk4f-uW5adKEZMQhSC7H2b

  d. Free Cambridge Textbooks

      i.   https://www.cambridge.org/core/what-we-publish/textbooks

Canvas Specific

Blog Posts

[Our Commitment to you During Coronavirus](#)

[Scaling Online Learning when the Classroom Closes](#)

[Canvas Partners and DIstance Learning](#)

[Adapting to Online in a Pinch: Part 1](#)

[Adapting to Online in a Pinch: Part 2](#)

[Getting Started With Canvas in 10 Easy Steps](#)

[Instructure Canvas Integrates with Microsoft Teams to Keep Educators, Students, and Administrators Connected](#)

Webpage

[Tools for Online Learning when the Classroom Closes](#)

[COVID-19 Partnership Support](#)

Community

[Contingency Planning for Canvas Admins](#)

[2020 Course Design Essentials](#)

[Microsoft Teams Guides](#)

[Google Hangouts Meet](#)

[COVID-19 Updates to Canvas Releases and Deploys](#)

Webinars

[Prepare for Distance Learning with Canvas LMS Experts](#)

[Using Modules in CanvasLMS: How to make, organize, and maximize modules quickly and easily](#)

[Using @CanvasLMS to Communicate with Students](#)

Resources

[Contingency Planning Resources](#)

[QM ERI checklist](#)

- _EdX_. Free courses from top universities, pay for a verified certificate. EdX certificates are probably the most valuable certificates here.
- _Coursera_. Free courses from top universities again, pay for a verified certificate. Has more options than EdX.
- _ALISON_. Lots of free courses with free certificates. In my opinion these courses are not the best quality but if you want some free certifications quick, it's good for that. I would personally advise
- _Stanford Lagunita_. Free courses on advanced topics from Stanford with free certificates.
- _OpenLearn_. Free courses from the Open University, many with free certificates (technically "statements of participation"). Very high-quality courses.
- _proValens Learning_. Free and paid courses with certificates from the National Parks Service. I have 3 certificates from here; I highly recommend them if you're interested in this type of stuff.
- _Google Digital Garage_ Tons of free and paid courses, with a pretty valuable free certificate in digital marketing
- _Saylor Academy_. courses, with free certificates, and the learning was pretty high-quality.

Make Video Lessons Without Recording Your Own Video

EDpuzzle is a great tool for creating video lessons without having to record videos of your own. On EDpuzzle you can build questions and comments into any video that you find on YouTube. One of the great features of EDpuzzle is that you can track how long your students watch the lesson. You can even prevent students from skipping ahead to just guess at questions and submit their answers as fast as possible. Watch my new tutorial video to learn how to use EDpuzzle.

Create Videos With Your Existing Slides

If you already have a set of slides that you were planning to use in your classroom or you're good at quickly building a slideshow, there are lots of tools you can use to quickly create a video based on those slides. Google Slides users can use tools like Screencastify (my choice for Chromebook users) and Screencast-o-matic (the tool I use on Windows and Mac) to quickly record themselves talking over their slides. PowerPoint users can take advantage of the built-in screen recorder in the Windows 10 desktop version of PowerPoint to make a video or the Xbox game streaming tools. Whichever screencasting tool you pick, remember to keep your webcam on and look at the camera because students will benefit from seeing your face.

Go Live and Use a Whiteboard or Screen Share

If you want to attempt to simulate a live instructional setting, you could do a live broadcast to your students via Google Hangouts Meet, Zoom, YouTube Live, or Microsoft Teams. If you're like me and you're told you have to go to school while your students stay home, just set up your laptop or phone in front of your whiteboard and start broadcasting. If you're lucky enough to stay home, use the screen sharing functions to broadcast your computer to your students. A

simple free-hand drawing tool like Google Jamboard (the online version is free) will let you draw and diagram as needed while you're broadcasting your screen. *Here's a video on how to use Google Hangouts Meet*, *here's one on how to use Zoom*, and *here's one on how to use YouTube live.*

These were last week's most popular posts on FreeTech4Teachers.com:

1. *Cisco Makes Webex Free and Publishes Guides for Teachers and Students*

2. *Tips and Tools for Teaching Remotely*

3. *Now You Can Fix Images in Google Docs*

4. *How to Host an Online Meeting With Zoom*

5. *How to Schedule, Host, and Customize Google Hangouts Meet Events*

6. *Two More Guides to Transitioning to Online Instruction*

7. *Teamimg - Collaborate to Make Interactive Images*

District / Charter Coronavirus Response Plan

Name   Todd Hale

Email   thale@sd149.com

District / Charter Name   North Gem School Distict 149

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

pdf Coronavirus IEP plan.pdf

docx Current Closure and Plans for closure.docx

docx March 15 Coronavirus Announcement.docx

docx Memo of Closure for CoronavirusFinal.docx

docx Prom Postponed.docx

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services
All Elementary teachers are in agreement that if we have to close school we would:

1. Teachers will provide a weekly packet of learning material for each subject.
2. Parents can pick up packet at the school on Monday mornings from 9-10 a.m.
3. Parents can return work to the school for the teacher to grade the following Monday and pick up the next packet of learning materials.

Middle School Plan
This will be our way of educating any student that has to stay home, or is quarantined for the Coronavirus.

Cathy – She would email them their assignments, and let them watch their CNN 10 at home. She would also send home Math packets with other family members or deliver them herself.

Ken—He would scan assignments and then email them to students. He would also video call them if they had any questions, or didn't understand a concept. He would also send home assignments with family members or deliver them himself.

Diane—I would also scan my assignments, text, and email them to students. I would also video call students if they had any questions or concerns. I would send home their reading books and allow them access to do their Reading assignments on line. All of my tests are on line so they would have access to take those as well, along with their AR Reading books.

This document lines out the procedure my science classes will follow in the event of school closure due to the COVID-19 (Coronavirus) Pandemic.
Each of my high school classes would be able to subscribe to a private you-tube channel or google classroom where I will post daily lectures and assignments for my students to log in, and view that lecture and receive their daily/weekly assignments. Communications between students and myself can be facilitated via email or text message.
Students who do not have access to a computer would be able to check out a chrome book to take home with them along with their text books to be able to have access to the necessary materials.
Students who do not have access to the internet (if there are any) will receive information about reading and class assignment via text message or in person phone calls. All students will have equal ability and opportunity to be able to succeed.
While it might not be the most convenient method, I firmly believe that we could function effectively and fluidly should the need arise.
Sincerely,
Chris Banks

Mrs. Hatch
I will email the texts, links, and assignments to the students, and have them email their assignments back to me in the form of a google doc. I will be available for phone calls, emails, and texts to answer any questions the students have or to reinforce any concepts they may struggle with.

Mr. Williams
I will send a math textbook home with each student. They will also have access to the online textbook if they have the internet at their home. I will then video a clip of me giving an explanation of the new concept. I will email or send by text, the video to those that can receive it. I will also be available by phone or video conference to help students with their assignments.
Mr. Apgood
I can use email and possibly zoom to present material and to send and receive assignments.
Mr. Strong
I could easily upload and e-mail all of my plans to the students. As long as they have a textbook and/or internet access I can give them assignments to complete and communicate over g-mail.
Mr. Pearson
I would continue to use Google Classroom for each of my classes. I am presently set up now with google classroom and will continue as I am.

2) **Identifying Staff Work Plans** (telecommuting vs. on-site) Options– Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

Administrative Staff will be in the school for parents to pick up work during regular school hours.
Certificated/ Pupil Service Staff will be working remotely through email and phone calls.
Technology Staff will be working remotely and in the building as needed to support home-based learning
Food Services Staff will be out of the building unless needed for the school lunch program.
Student Services Staff will support the Special Education Teacher in all ways they can so that instruction and support can continue
Transportation Staff will be completing needed inspections and cleaning.
Other classified staff will be completing cleaning and supporting teachers.

3) **Learning Plans**

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

I have already put the instructional plans for short term and long term closure.

We have completed our IEPs through May and will complete the ones I May virtually as necessary. The special education plan for North Gem is attached.

Students are on track to graduate except for the senior project presentation that have been rescheduled and may need to not take place.

We completed a student computer and internet use survey and have put together Chromebooks for students to take them home as needed.

4) **Communication with Parents**

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

I have attached all communication to parents through notes home to parents, notes on our Facebook and District Websites as well as the emergency message system.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

The reopening, resuming operations will be a decision made by the Superintendent and Board of Trustees following CDC guidelines and recommendations from the Governors COVID-19 task forces. We will be cleaning and sanitizing the enter building using classified staff on Monday March 30th. We will be cleaning areas of use for packet pickup and 2 staff staying to manage the school. The sanitizing of the school will be following the CDC guidelines from the Governors website.

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North Gem Special Education Guidance for IEP/504 Services During Long Term School Site Closure

General Guidance

- Students on IEPs/504s **MUST** be provided with materials in the same manner as general education students and have access to instructional support via Google Hangout, Zoom, Email, or other technology options, and/or typical assignments, such as paper/pencil.

- Modifications and accommodations, as noted in student IEPs/504s will be provided to the extent possible and necessary, based on the type of instruction.

- General Education Teachers:
    - Will be cognizant of IEP and 504 accommodations, and implement the extent that they can be applied.
    - Will coordinate with the IEP and 504 case managers to implement accommodations.
- 504 Case Managers:
    - Will support general education teachers with lesson planning as needed to implement accommodations and modifications.
    - Will work on 504 paperwork, and meet required timelines.

- SPED Teachers (Resource and Behavior):
    - Will support general education teachers with lesson planning as needed to implement accommodations and modifications.
    - Will launch activities for their own classes.
    - Will work on IEP paperwork, and meet required timelines
    - Will communicate with parents regarding task options as needed, and log into Frontline contact log.

- SPED Teachers (Life Skills):
    - Will provide supplemental materials and resources in addition to daily lessons as appropriate for students using platforms such as email, Google Classroom, or Seesaw.
    - Will launch activities for their own students.
    - Will work on IEP paperwork, and meet required timelines.

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o Will support general education teachers with lesson planning as needed to implement accommodations and modifications.
o Will communicate with parents regarding task options, and log into Frontline contact logs.

FAPE REQUIREMENTS

- When a district has extended school closures, the district will remain responsible for FAPE of students with IEPS.
- If a school closure causes educational services for all students to pause within a school district, then the district is not required to provide special education services to students with IEPs during that same period of time.
- After extended closures, case managers are responsible for reviewing how the closure impacted the delivery of special education and related services to students with IEPS on a case by case basis to determine if compensatory services are required.
- Please review: The U.S.Department of Education issued the following guidance related to services for students with IEPs on 3/12/2020.

IEP Services

- Specific materials will be provided either in a paper/pencil format, or via technology, as appropriate, for making progress on IEP goals.

- Services will be delivered for each IEP goal (or written guidelines directions for paper/pencil) with assigned tasks to be completed and submitted for IEP goal progress data.

Primary Services

This IEP service/instruction will be in increments in accordance to services which are provided throughout each week.

- For example, if the student gets academic/behavior services (reading, writing, math, behavior skills, etc) daily, then a lesson for each goal will be provided daily in the form of a short video and/or paper/pencil guidance along with task(s) to complete to practice the skill. The practice activity will need to be provided/submitted to teachers.

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- Special education teachers will communicate daily with all general education teachers with whom they co-teach. This communication will include lesson planning, lesson execution, and student feedback.
- Special education teachers will provide activities or work pertinent to IEP goals for each student. Activities or work can be provided via paper copies or on-line. Students/parents will be required to turn in the assigned activity to the special education teacher.

-

Related Services

Related Service providers will provide materials where possible. For related services, a short segment for therapy implementation will be provided each day the student(s) is typically scheduled for therapy (could be once per week, twice per week, etc).

- Related service providers will provide activities pertinent to IEP goals for each student. Activities can be provided via paper copies or on-line. Students will be required to return work completed to the therapist.
- Related services can be scheduled via technology platform.
- Some students might need a parent or caregiver at home to support the work/tasks/assignments for their student.
- All services need to be logged

Some students will require services to be made up upon return due to the nature of the services or severity of the disability. If the state forgives any non-attendance days, this will be applied to making up services as well.

Special Education Paperwork

- Special education teachers and related service providers will continue to work on IEP/504 and evaluation paperwork within required timelines. Case managers will work with individual teams if IEP/504 meetings are going to be held via phone or in another format such as Zoom or Google Hangouts.

FAMILY COMMUNICATION: Top priority

- The number one priority is to communicate with each family on your caseload in a meaningful way to discuss the plan you have created for their student during the closure and post closure for learning. Please log all communication with families in the contact login on ISB.

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- Regardless of your mode of communication to each family & student please ensure that you cover the following items:
  - What your plan is for their individual student to provide SDI and services
  - How you will communicate during the closure.
  - How you will communicate with them post closing

Instruction

- Collaborate with general education teachers regarding virtual instruction/alternative instruction that will be available to students during a long term closure.
- Review the Supplementary Aids and Services that a student currently has in their IEP and consider services they may need to be added to the IEP to access the instruction.
- Identify students who may not have home access to virtual learning or who are unable to access virtual learning due to their disability.
- Collaborate with general education teachers/classroom teachers to prepare alternative learning activities and materials that can be shared with families that do not have home internet access or students who are unable to access learning due to their disability.
- Consultation/Collaborative Services are a great way to encourage implementation of learning at a distance plans.
- Identify families who may need assistance with equipment/access, provide these names to Todd Hale, North Gem Special Education Director.
- Consider options for delivering SDI through technology including; phone, google hangout, skype, or other options.
- Track all communication with families during the closure (including consulting with families to plan services.) in the contact login Frontline.
- Keep track of your SDI/services as you typically do to ensure you can show that services were provided during the school closure.

Students in alternative curriculums/Extended Resource

For students who participate in alternative curriculums, districts are required to provide families with educational materials and learning activities as well.

- Prepare some "learning packets" that can be sent home with students.

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- Provide suggested independent living and vocational activities that parents can facilitate in the home to support retention of skills.

- Suggest functional learning activities that students can practice at home with materials typically found in the home; money, time, measuring, menu's, newspapers, magazines, grocery lists, etc. to support ELA/Math skills. Have students document and communicate what they did and learned with you.

IEP Meetings
- Be prepared to hold IEP meetings via the phone or online platform with families
- You will still need all participants who would have normally attended, attending in the virtual format. If parents do not want to attend virtually, document three attempts to include them. You can hold a review/revise meeting face-to-face once virtual learning ends. Directions to utilize the Google hangout.

Initial and Re-evaluation Meetings
- If the IEP team determines that there is sufficient data to determine eligibility, then the IEP team should proceed to determine eligibility, and it would be appropriate to conduct the meeting as planned as a phone conference, google hangout or virtual platform.
- You will still need all participants who would have normally attended, attending in the virtual format. If parents do not want to attend virtually, document three attempts to include them.
- **If you do not have the data needed to complete the initial or re-evaluation:**
  - Think about all the ways to get information - checklists, video of child engaged in specific activities you ask parent to engage with, engage in live / google hangout, zoom, etc conversation with student, parent interview, recordings of language sample, etc
  - If you cannot get the data please contact one of the following: Joy Nelson jnelson@sd149.com or Todd Hale thale@sd149.com.
  - If the data can not be gathered in any way, consider the student "not available" because the school is closed, therefore the "student not available" exception would apply, and the timeline could be extended. **This option needs to be approved by Todd Hale, North Gem Special Services Director.**

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SLP

- As a case manager, ensure your students have access to all the online material, or other mode of service,
- For direct therapy, identify the best method to deliver instruction based on individual student learning style. Specially designed instruction could include, but not limited to virtual teletherapy, consultation/collaboration with the family through conference call or virtual chat, and/or specially designed home practice activities either sent home Friday or electronically.
- If interventions are delivered online, work with families to ensure they have the ability to access instruction.
- Sample Letter if anyone would like to adapt it and use it, feel free.

OT/PT

- Related services should continue throughout the school closure. Collaborate with case managers and families to ensure students can access the material (e.g., correct positioning/seating, access to sensory breaks, etc.).
- For specific therapies, identify the best method to deliver instruction which could include, but not limited, to virtual telepractice, consultation/collaboration with the family through conference call or virtual chat, and/or home practice activities.
- If these interventions are delivered online, work with families to ensure they have the ability to access instruction.
- Equipment can be sent home (e.g., slant boards for writing tasks, wiggle seats, pencil grips, etc.) for the student to use in order to access their learning. However, equipment must be easily accessible and not require a trained OT or PT to monitor or install. (For example, if positioning equipment is sent home and a parent sets it up, there is no concern for student safety if accidentally used incorrectly).

Online Resources

- Instruction for Teacher or Parents
  - https://www.storylineonline.net/ (great read alouds)
  - independent living and vocational activities

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- o PBS Kids
- o Sesame Street
- o https://www.khanacademy.org/ Math
- o https://code.org/learn Coding
- o https://www.almanac.com/kids All subjects
- o National Geographic Kids
- o Starfall.com Math/ELA
- o http://thekidzpage.com/ Variety
- o https://kids.scholastic.com/kids/home/ Variety
- o https://www.funbrain.com/ Variety
- o http://www.nickjr.com/ Variety
- o https://www.timeforkids.com/ Variety
- o http://disneyjunior.disney.com.au/games Games
- o https://swingeducation.com/resources/education-companies-offering-free-subscri ptions-and-content-online/ List of companies offering free online resources to teachers during COVID-19.

- Teaching Tips
  - o How to create a google classroom
  - o How to create an assignment in google classroom
  - o How to record screen from a chromebook
  - o How to upload a photo or video from iPhone to google drive
  - o How to upload a photo or video from android phone to google drive
  - o How to use PEAR DECK (Interactive google slideshow)
  - o How to record yourself teaching on a laptop
  - o How to record yourself teaching on a chromebook

- COVID Information
  - o Department releases COVID-19, IDEA-related Q-and-A
  - o Recorded ZOOM call with **Laurie Vanderploeg, Director of OSEP** (3/13/20)
  - o **Considerations for Special Education Administrators** (3/13/20)

Idaho Counties

&

Public School Districts
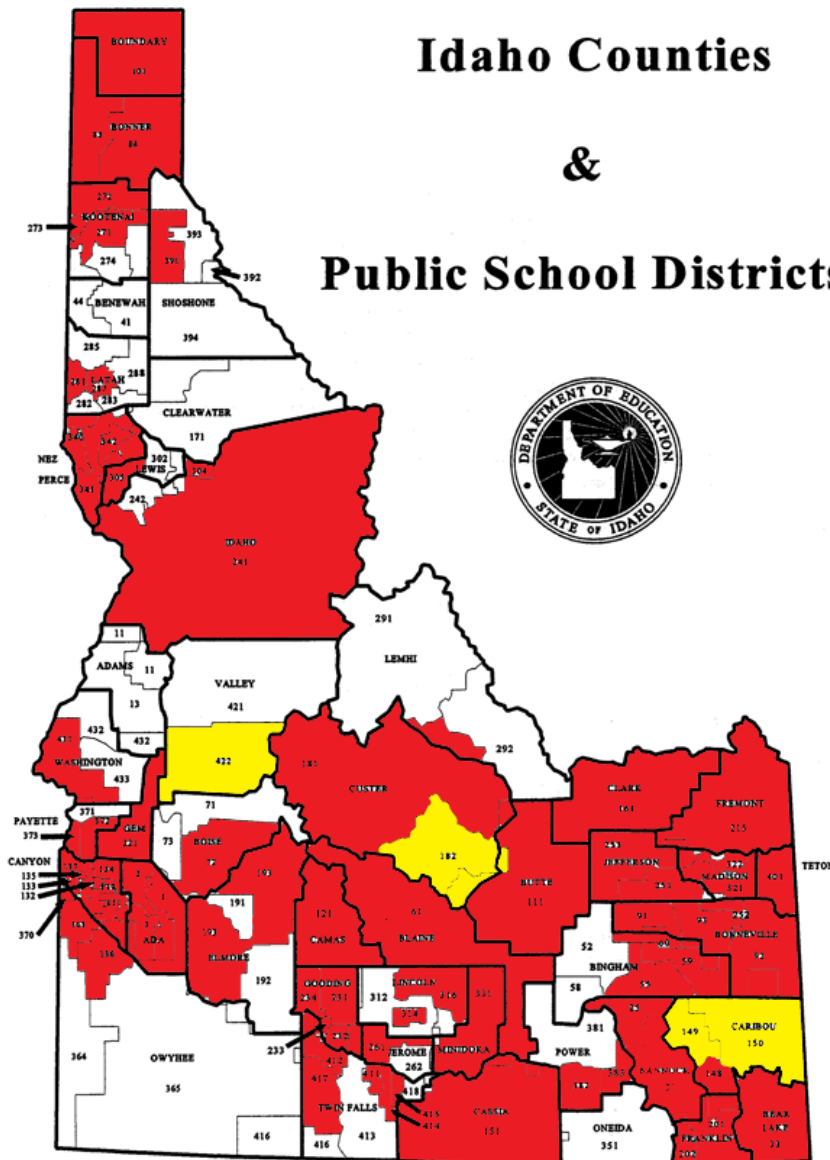
Key

Closed currently

Contingency Plan to Close Next Week

March 15, 2020

Dear North Gem Board of Trustees, Patrons, Teacher, Staff, Students and Community Members.
I wanted to provide an update on the Coronavirus and School Closures. The Board of Trustees
and myself have been on several conference calls with Governor Little and his Coronavirus Task
Force that includes, Department of Health and Welfare Directors, State Superintendent Sherri
Ybarra and other medical officers. The Direction that was received today in the recent
conference call was to follow best sciences and the CDC guidelines that can be found below. We
will continue to hold school as the Board of Trustees, myself, other local school leaders and local
health agencies continue to monitor the coronavirus outbreak.

North Gem School District #149

Message

To: Parents, Guardians, and Staff

From: Mr. Hale and Board of Trustees

For the last two weeks, we have been planning for the arrival of COVID-19. We have been in contact with local safety and health officials, as well as closely following the CDC guidelines for sanitation and closure. As the pandemic has unfolded, information and recommendations have changed rapidly. The Governor encouraged Idaho Superintendents to work closely with local health care providers in making this decision. As a school district, we feel it is in the best interest of our community to close schools at this time.

Starting Monday March 23rd all North Gem School District Schools and buildings will be closed through April 2nd, 2020.

- Monday, March 23rd & Tuesday, March 24th Emergency Closure and Prep for at home instruction
- Spring Break will be Wednesday, March 25 & Thursday, March 26th no instruction will be provided
- Monday, March 30th - Thursday, April 2, Instruction and curriculum provided from teachers to parents.
- This closure will include the cancelation of all athletic sports competitions and practices, and club community activities.
- Prom will continue to be held unless school is canceled before Monday March 23rd.

On Wednesday April 1st at 6:00 a Board meeting will convene to reevaluate if the closure has addressed the need or if we need to continue at home instruction. Students and staff are encouraged to isolate as much as possible even if you are ill or not. Please note this home instruction counts as instructional time and therefore students really need to complete what is provided by the teachers for them. This is not a vacation from school this is being done to protect students while still providing instruction for their educational growth.

Administration and staff will be communicating through email. Individual teachers will be sending instructional information home for students during this time via packets or electronic formats. Packets will be placed just inside the school on tables on Monday March 23rd 2020. The school will be open pickup of these packets from 8-12. If this does not work please contact your student's teacher or the school and other arrangements can be made. General information will be posted to the district

webpage and Facebook page as is appropriate. Students requiring special services and access to food service will be contacted.

Public health authorities encourage social distancing to isolate the spread of COVID-19. We are hopeful that as a community we can do what we can to help slow the progression of the disease to protect our most vulnerable populations. We are focused on what is best for our students, families, and our community. Things are rapidly changing; the District will continue to monitor the situation and keep you informed. If there is a confirmed case COVID-19 in Bannock or Caribou County we will be closing sooner for even deeper cleaning of our facilities and the safety of employees and students.

Dear Patrons,

Some extra concerns were brought to my attention that I would like to address. Continuing to hold Junior Prom would place a possible opportunity for the Coronavirus to be brought into our community. For the safety of all involved it is the North Gem Administrations decision to postpone Junior Prom for a later time.

Sincerely

Todd Hale

North Gem School District Superintendent

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Shawn Tiegs

Email   stiegs@nezpercesd.us

District / Charter Name   Nezperce Joint School District #302

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Student Learning will continue in a hybrid digital format. This will look differently for students in elementary than secondary. Elementary will be focused on parent engagement and support. Secondary will focus on continued student contact and learning. We have a plan in place to provide an extremely limited amount of child support to Healthcare and EMS workers if needed.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

At this point, all staff except those who are ill, have been in contact with COVID-19, or have health related concerns, will report on-site. We believe that we can maintain social isolation in this environment. These staff continue to work from home. Bus drivers and paraprofessionals will continue to work by delivering food services and other site maintenance and work.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans

- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

We have planned and are ready to begin services after spring break, starting 4/1/20. We believe that this plan will work with both short and extended closures. The SpEd director is meeting with parents and we believe that services can remain in place. We will have daily video conferencing with students/families with IEPs. Graduation is still in place and we believe that our Senior projects will be completed successfully. All students in grades 1-12 will have either a Chromebook or iPad. We are working to secure internet for families that may not have sufficient internet access. District janitorial staff will continue enhanced CDC protocols for sanitation and cleaning during closures

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

We will primarily communicate via telephone and the Google Suite of apps (Google Meet, Google Classroom, etc). We utilize Facebook and a built-in notification system to keep all parents and students up to date. Email and Google Meets will be the chief mode of communication between staff members. We continue to communicate resources to student and staff.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

Still in discussion no finalized plan.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Tom Albertson

Email   tom.albertson@lposd.org

District / Charter Name   Lake Pend Oreille #84

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Student Learning: LPOSD transitioned to a distant learning model providing alternate instruction on 3/17/2020. Grades 7-12 will use the learning management system Schoology as the platform to deliver on-line instruction, accommodating students with packets/hardcopies who do not have connectivity. All student 7-12 either have a school issued Chromebook or have their own device. Grades k-6 will be a blend of packet work, email communication with scanned material, teacher created videos emailed, and Google classroom instruction. IEP's will be serviced via teleconferences, phone calls, emails, and collaboration with the special education teacher and the general education teacher on a continuation of appropriate accommodations. Counselors will be reaching out and checking in with our most vulnerable population of students.

Food Service: Currently we will provide a grab-n-go lunch at four schools throughout the district. Given that we can get the food supplies needed from our vendor we may add additional sites.

Child Care: No child care is being provided at this time.

Health Clinic: No Health Clinic is provided at this time.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff

- Other Classified Staff

Staff Work Plans

Administrative staff: All building administrators will be working in the building with limited administrative support staff. Short term office hours are the normal school hours, this may adjust as needed in the future.

Certified Staff: Certified staff were required to be in the building for at least the first 2 days, excluding anyone who was not feeling well, had family members not feeling well, or had a compromised immune system. Starting on day three staff had a choice of working remotely to manage their classes, support students, and clarify instruction - their classroom is available for them to continue using as a remote workspace.

Technology Staff: Technology staff provided training for 2 days with small groups of teachers at a time. They have also created training videos and will man the help desk as questions arise.

Food Service: Short term, food service staff is producing and managing the grab-n-go program.

Student service staff: Student service staff is assisting in packet development and delivery short term. They are also on call for any other duties that needs assistance.

Transportation: Short term, transportation is reporting to work 10 at a time for deep cleaning of buses and required training.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Learning plan and special education addressed in question #1. With the continuation of educational services all students will be on target to graduate given they complete the course work with proficiency.

Sanitation protocols have been in place sine February 28th: Increased nightly sanitation at each school, sanitizing buses with a electrostatic sprayer twice a week, reviewed sanitation protocols with all students.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

LPOSD families are communicated with using School Messenger, sending them an email, text, and phone call similar to a snow closure message. In addition we communicate pertinent information on the LPOSD Facebook page and website.

Students grade 7-12 will continue to communicate with teachers through the LMS Schoology so no change in communication needed. Parents also use the platform Schoology to view grades and missing assignments. Elementary teachers will be communicating with families via email or Google Classroom.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

LPOSD will be relying on guidance from Panhandle Health District, Idaho Health and Welfare, SDE, and Idaho Governors's office for when it is recommended to resume face-to-face instruction. Sanitation prior to opening is already in place and we have audited the current cleaning supplies assuring they are the proper agent in disinfecting and killing viruses.

District / Charter Coronavirus Response Plan

Name	Dennis Kachelmier
Email	dkachelmier@sd274.com
District / Charter Name	Kootenai SD 274

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

We have developed packets for students during the short term closure from March 19-March 27.
We started food service deliveries on March 19 to all stops on our bus routes who indicated interest in receiving food.
We do not offer child care at this point
We do not have a health clinic.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

Administrative Staff will be on site or working remotely with approval of the Superintendent.
Certificated staff and pupil service personnel are on site with regular work schedules from now till spring break starts on March 28.
Our technology staff is contracted to a 3rd party.
Food Services Staff are working daily to prepare and distribute two meals a day on the morning bus run.
All students are rural, as our school is located out in the country.
We do not have students services staff for social/emotional needs of students. Our counselor and administrators handle many concerns and refer to 3rd parties if needed.

Transportation staff continue to work, and do a morning bus run. They are also used for bus maintenance and bus driver training and other duties as assigned.

This includes secretaries, district office staff and instructional aides. Secretaries and District Office staff continue to work on site or remotely. Instructional aides assist with the morning food deliveries, and work with classroom teachers as needed and other duties as assigned.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

The learning plan for the short term closure is student packets until April 6th. We have about 67% of families with internet serving a laptop or computer. We hope to expand our educational services to incorporate more technology and student chromebooks for grades 4 on up. Those without internet access will continue to be served by packets.

Special Education is also developing packets for the short term, and planning to implement more technology if the closure is extended beyond April 6.

One of our main academic points of emphasis is to keep seniors on track to graduate.

This short term closure has utilized limited technology. If the closure extends beyond April 6, technology will play a greater role in making the learning activity more realistic.

We have been following Panhandle Health and CDC guidelines for individual and building cleaning and sanitization. Should it appear that we can reopen on April 6, our buildings will be closed from April 2-6 for deep cleaning. We have no students on campus unless they are exceptions, normally involving special education services. Our staff continues to have full access to facilities.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

Families were notified of the impending closure on the evening of March 16. Staff was able to prepare packets for students, detailing the expectations, and how to access their teachers.

We use our messenger and direct phone contact to communicate with parents prior, during and after the closure began.

Parents still have access to student grades through our Tyler SIS.

We have provided direct information regarding closure dates and anticipated return to school. We have communicated about and delivered food services from the first day of our closure.

We have a well established "messenger" call out system to notify families of any closure activities.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

Whenever we can reopen, we will have a deep cleaning prior to the return date.
We continue daily cleaning and sanitization protocols in the buildings, just the same as if students were still in the buildings.
We have been on heightened daily cleaning and sanitization protocols for the past few weeks, and will continue these increased services as long as needed.

This is asking for essentially the same information on the same type of form as the Governor's office. Can this be reduced to just one report and share between SDE and Governor's office?

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Monica White

Email   mwhite@elevate2c.org

District / Charter Name   Elevate Academy #523

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

> 📄 Elevate Closure Plan and progress 2.docx

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

<p style="text-align:center">Elevate Academy Closure Plan and Progress</p>

1. As of the end of today, March 19, 2020, all students are equipped with a Chromebook. 95% of our students have confirmed access to Wi-fi. We will fill the gap on the rest this upcoming week. Our curriculum has all been converted to the LiFT learning management platform. Our students have already used LiFT in most classes, so they are familiar with it. Our teachers will attend office hours from home. During this time, they are to provide real-time feedback to students and their work, develop and deliver additional content, and be a liaison to their homeroom students and families to ensure each family has what it needs to continue their student's education. Companies and volunteers have made it possible for all students to have access to technology and additional learning resources.

2. We are operating a door to door delivery system to provide meals for our students that need it. Our classified staff will man this. We are taking proper sanitation and safety measures into consideration from food prep all the way through the delivery process.

3. We only have older students; child care is not a concern for any of our parents. All parents have been contacted directly to ensure all students were fine, extra checks were made for our students on IEP's.

4. Currently, we have no plans for a health clinic. If needed, we can be available. Our building has been 100% cleaned and sanitized at this point. Administrative Staff: We have 5. They will work remotely as much as possible, and will be the front line to be in the building as needed. Zoom, a video conferencing tool, will be our preferred method for holding staff meetings, along with documenting our work together within Google Drive. Grade level meetings will occur weekly. All Staff meetings will also occur weekly. Both will use Zoom to facilitate.

Certificated staff will work remotely. They will be expected to be online, giving real time feedback to students as well as delivering new content. We are employing video lectures and using resources such as Khan Academy to supplement content we can't create. We are also using Reading Horizons online reading curriculum to continue with our intervention structures. Staff will do a minimum of 4 hours per day of availability to students, additionally they will be required to remote in for a grade level conference call once per week, and a staff level conference call once per week. The remainder of the day will be used to develop content and grade/ assess student work so we are providing timely feedback.

Technology Staff: Not applicable, we use our administration team.

Food Service: Will continue preparing meals from the school cafeteria for delivery each day.

Transportation Staff: We are waiting to decide. If it is a long term situation we will lay off our transportation staff, depending on the reimbursement situation from the SDE.

Other classified staff: We have a small classified staff. As of now our plan is to cut their hours and they will help to deliver meals to the students. As well as troubleshoot technology when a student's computer is not working etc. We will cut our contracted grounds service, and move our day time custodian to grounds,if this is a long term situation.

Closures:

1. Short Term Closures, and potential Extended Closures will be treated the same at Elevate Academy. We are ready to go online, and we will use that opportunity for short and long term closures. At Elevate Academy, we believe that it is critical that our students continue to be

provided with a relevant and engaging education during this time. We will be facilitating this through a mastery-based online model that supports their individual learning growth, until we are able to continue learning together in our school building.

2. Special Education IEP plans

   Elevate Academy Special Education plan for providing services during online learning:

   - Special education staff will continue to collaborate daily with general education teachers via email, phone, and/or video conferencing. This will include collaboration to accommodate/modify for student needs, as well as to meet full inclusion service minutes.
   - A step-by-step guide will be provided to parents and students for accessing video conferencing from home for general and special education services. Spanish translation will be available to parents for this guidance, as needed.
   - Special education teachers and paraprofessionals will continue to provide daily access to supports previously being provided in person. (ex. Read aloud via video link, call to walk through the process online, chunking of items, provide one-on-one academic/behavior support, other accommodations on IEPs, etc.)
   - Special education staff will continue to communicate with parents on a regular basis and be available at all times via email, phone, and/or video conferencing.
   - Special education staff will assist general education staff in creating video lessons and record additional lessons, if needed for individual students or small groups.
   - Special education staff will make daily contact with students receiving services via email, phone calls, and/or video conferencing to provide support.
   - Special education paraprofessionals will continue to support data entry and clerical needs. They will also be available to students for individual needs after noted during collaboration with general education teachers.
   - Speech and language services will continue to be provided in an online format. A step-by-step guide will be provided to students for accessing video conferencing from home for SLP services.
   - Behavior Interventionists will continue to provide support services to students via phone, email, and/or video conferencing.
   - Behavior services will be met individually with at minimum a daily check-in using the mood-meter and gratitude check-in that was previously provided in person. These check ins will take place vial email, phone call, and/or video conferencing.
   - The school does not currently have any students requiring physical therapy or occupational therapy services, but should the need arise, we will support through our telehealth online format.
   - IEP team meetings will take place via phone or video conferencing, at the preference of the parent/guardian. All team members will participate, per IDEA and Special Education Manual guidelines.
   - All special education paperwork will be sent to parents by mail and/or be available for pick up, at the preference of the parent/guardian.
   - All special education paperwork will be completed per Special Education Manual and IDEA guidelines.

- Should the need arise, if any services are not able to be provided, the student's team will convene once schools re-open. The student's team will make individualized determination as to the need for compensatory services. Compensatory services will be provided throughout the remainder of the school year.

3. Graduation Plans: Not applicable, we only have 6-10th Grades
4. All Students have access to a 1-1 device. They were cleaned and sanitized before delivery. They were delivered the week of March 16-19, 2020 to each student's home. We only provided devices, if the household needed them in order to access Elevate Academy's instructional online content. Upon re-entry into school, the devices will be collected, cleaned, and sanitized again prior to using them.
5. The main Elevate Academy campus has been cleaned and sanitized. The kitchen area will continue to be cleaned daily. Everyone is required to wash their hands when they enter the building, use the restroom, and leave the building. We are also practicing social distancing and are not meeting in large groups. These health and safety practices will continue as we move through this.

Communication

1. We are using the REMIND application to communicate with our families. We also have an assigned homeroom teacher for each student that is charged with directly contacting each family as plans change. These teachers are also the main liaison for communicating any additional needs the students may have. We also use social media venues for big announcements and to post bright spots that help to boost morale.
2. Communication is being done through REMIND, Gmail, Zoom, and phone calls.
3. Students and teachers can talk in real time using the LiFT learning management platform. Students all have an email to use when they need to connect with a teacher immediately.

Reopening

1. We will follow state and local health officials as well as continue to analyze the CDC guidelines. Once health officials deem it is safe to return to normal working conditions, and gathering in groups is safe, we plan to resume normal operations.

2. Our facility is currently disinfected. If we have a reason to disinfect it again before opening we will. We will add additional cleaning to the building when we re-open, including, hiring additional cleaning staff in the evenings to sanitize the building each night.

3. Daily we will keep doors open so we are not using door handles. If needed we will use classified staff to observe all students, and guests as they enter and leave the building and the restrooms to ensure they are washing their hands. We are working to purchase hand sanitizers for our food service lines.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name	Nancy Larsen
Email	nancy.larsen@kelloggschools.org
District / Charter Name	Kellogg Jt. School District 391

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

📄 pdf KSD Alternate School Closure Plan 3-13-20.pdf

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Student Learning (short term and in event of extended closure) - Limited availability of internet in the Silver Valley limits this to few students. However, we are offering online opportunities and paper and pencil packets.
Food Services - Lunches will be provided starting on Monday, March 23, will continue through Spring Break, and will continue beyond if we are still closed beyond Spring Break.
Child Care (if applicable) - Not Available
Health Clinic (if applicable) - Not Available

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

Administrative Staff - On call by phone and email except for Spring Break
Certificated/Pupil Service Staff - On call by phone and email during work hours except for Spring Break
Technology Staff - On call by phone and email and probably through except for Spring Break
Food Services Staff - Rotating staff to meet food delivery needs. Limited participation during Spring Break.
Student Services Staff - On call by phone and email during school hours except for Spring Break
Transportation Services Staff - Rotating through food delivery
Other Classified Staff - On call by phone and email during school hours except for Spring Break

All individuals know they may be asked to do tasks which are not usually theirs.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Short Term Closures and Extended Closures - Packets during this short term closure along with some digital services. We will re-evaluate when we learn more about the future closure possibilities.
Special Education/Individualized Education Plans - Seeking direction in this area.
Graduation Plans (assuring students they will still be able to graduate) - No plans at this point. Will continue to evaluate.
Use of Technology/Providing Devices/Student On-line Access (on-site and off-site) - Devices are available, but there is LIMITED internet service to our students in homes. There is NONE available in some areas and some students families can't afford it.
Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures - Wiping down by approved cleaning supplies for those areas being used and deep cleaning prior to re-opening.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

Communication plan with parents/guardians on closures and student expectations during closure - (student needs for access to on-line resources, in-person instruction, transportation, and childcare) - Press release, school and district FB pages, School and District webpages, Communication packed with lunches being distributed.
How to communicate with school during closure - Referred to the District Office
How to communicate with instructional staff regarding student course work - Through personal phones and email.
How to connect to school resources - Same as above.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

Draft criteria for reopening, resuming normal operations - weekly meetings to evaluate current local, state and national conditions; consultation with PHD, local officials, medical services; Leadership Team; our school nurse; and, information on webpages from a variety of sources.

Cleaning and sanitation protocols prior to resuming normal operations - Our maintenance and custodial team are reviewing best practices and have a plan to do deep cleaning 2 days prior to opening doors in each building.

Daily cleaning and sanitation protocols during normal operations - Surface disinfecting every 2 hours on table tops, hand rails, bathroom fixtures, door knobs, etc.

Kellogg Jt. School District #391
Alternate School Closure Plan

Approved by the Board of Trustees on March 13, 2020

In response to the Coronavirus Declared Pandemic (Covid-19)

This plan was compiled by the KSD Leadership Team with information provided by:

The Centers for Disease Control
The Idaho Department of Education
Governor Little
Panhandle Health District
Other School Districts
KSD Policy

This document is designed to demonstrate our concerns for the safety and well-being of our students, staff, and the greater community.

The contents of this document will be added to the most recent version of the KSD Crisis Response and Prevention Guide.

What are the factors which will help us decide to close school?	Closing school decisions will be made with a wide-range of information from the following list or other areas as they arise. 1. Panhandle Health District - PHD 2. The Centers for Disease Control - CDC 3. Other School Districts in the Valley 4. Other School Districts in the area 5. Other School Districts in Idaho 6. Idaho Dept. of Education 7. Office of the Governor 8. People testing positive in the school district 9. People testing positive in North Idaho 10. People testing positive in Shoshone County 11. Someone who has been exposed and then in our district 12. Attendance monitoring in schools on a daily basis (monitored AM & PM for each school by the school nurse)
How will we notify parents, staff, and the community of a school closure and related details?	We will utilize our same notification system for other school closures. This includes a phone call to all parents, posting on our district website and FB pages, email to all staff members, and calls to supervisors and local TV stations. We may include a Press Release, emails to parents, and phone calls to local officials at the city and county levels. Wide notification will be our goal.
What will the information on the website look like and contain? Which links shall we have?	The KSD website will be a source of information for our students, staff, and community. The information placed there will be pertinent to our area and cover issue beyond our district, but relevant to the Covid-19 issue. Information will be updated when new information is available. Specific information will include: • The Centers for Disease Control – CDC https://www.cdc.gov/coronavirus/2019-ncov/index.html • Idaho's website: Coronavirus.idaho.gov https://coronavirus.idaho.gov/ • Panhandle Health - http://panhandlehealthdistrict.org/ • A message from the superintendent

How will we continue to educate students?
HS
MS
Elementary
	Although this poses many obstacles, there remains a priority to keep kids learning in the case of school closures. The following plans have been designed as first steps and may be revised based upon available resources, limitations of the pandemic, and length of school absences.
	• Weekly work packets (3-5 Day Prep for all)
	• Teacher contact by phone or digitally for support
	• Feedback on returned packets
	• Incomplete on non-returned packets
	• Individualized support materials and modifications for IEP students
	• Google Classroom for those with internet access (By request)
	• IDLA for 6-12 for those with internet access (By request)
	• Benchmark Virtual Teaching and i-Ready at-home access i-Ready.com/AtHome. (By request)
	• Chromebook checkout by request w/waiver and liability form (Simon will create & share)
	• Other issues to resolve depending upon circumstances:
	    o ISAT Federal Waiver to Cancel
	    o Graduation requirements and ceremony (case by case basis)

How do we handle self-quarantine by students when school is still in session?	Self-quarantine* will be allowed for students (defined as remaining at all times within one's home). Absences will be determined on a case-by-case basis. Self-quarantine is suggested for 14 consecutive days. If there is a self-quarantine violation, then all absences will be counted. *Quarantine in general means the separation of a person or group of people reasonably believed to have been *exposed to a communicable disease but not yet symptomatic*, from others who have not been so exposed, to prevent the possible spread of the communicable disease.
How will we continue to educate IEP students?	Fulfillment of IEP services will be based upon school being cancelled verses students in self-quarantine situations. Costs incurred for services will range from staff, online courses, online therapies, in-person homebound services, etc. If an LEA closes its schools to slow or stop the spread of COVID-19, and does not provide any educational services to the general student population, then an LEA would not be required to provide services to students with disabilities during that same period of time. If an LEA continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have qual access to the same opportunities, including the provision of FAPE. (32 CFR $$ 104.4, 104.33 (Section 504) and 28 CFR $35.130 (Ttile II of the ADA)). An LEA must provide special education services and related services to a child with a disability who is absent for an extended period of time because the child is infected with COVID-19 while the schools remain open. Refer to the US Department of Education worksheet Questions and Answers March 2020 Document https://mail.google.com/mail/u/0/?tab=rm&ogbl#inbox/KtbxLxGrWjCCXqxqNNndHbFMpRvClqKbFL?projector=1&messagePartId=0.1
What will schools do if a student or staff member exhibits symptoms of COVID-19 (i.e. fever-greater than 100.4, cough, shortness of breath)?	Frist, separate the individual from other students and staff. Notify the parent to have the child picked up or send the staff member home immediately. Notify the district school nurse immediately. Provide the individual with CDC Guidance for contacting a medical professional.
How will we continue to pay our non-certified staff if school is cancelled?	Based upon information provided through the Idaho Department of Education the following will be in effect: All employees should be paid in the event of a school closure. The Idaho Department of Education will adjust ADA through a waiver granting process so the district will continue to receive funding as if school was in session. • Most classified staff have a set number of hours they are scheduled to work each day.

	- Hours for part-time staff will be averaged over a predetermined time frame and previous work history from this school year. - Subs will not be paid. - All paychecks will be mailed.
Will busing be needed in this plan?	As this plan is written there is no need for busing students; however, full-time and part-time hourly transportation employees will still be compensated.
How will we regulate the use of our buildings and cleaning if there is a closure?	In the event of district closure the buildings will be closed for all activities. In this event all non-salary cleaning and maintenance staff will be told to stay home. The salaried staff will take care of the essential services as needed and will thoroughly prepare each building prior to re-opening. Until a closure occurs, staff will continue to disinfect high traffic surface areas and desk/table tops and fixtures as recommended by PHD and the CDC. Note: At this time, the supply houses for disinfectant, sanitizer, gloves and even toilet paper are on backorder due to the pandemic, so there is an effort to be prudent, sensible and judicious with use of these supplies.
How will we determine when it's safe to re-open? Weekly evaluation meetings (Friday)	District personnel, under the direction of the superintendent will seek guidance from The Centers for Disease Control, The Idaho Department of Education, Office of the Governor, Panhandle Health District, Other School Districts, KSD Policy and the KSD Board of Trustees. Weekly meetings will be scheduled to assess the situation for the following week. Meetings will occur on Friday mornings at 9:00 AM and will include members of the Leadership Team and the Board Chair and/or Vice-Chair. Based upon their decisions, families and the community will be notified.
Might we extend the year in June?	This decision will be made based upon current conditions and requirements made by the Idaho Department of Education.
If school is in session or canceled how will we proceed with programs, field trips, and events?	All school calendars will be reviewed for social events, gatherings, sport teams, etc. Decisions will be made to cancel or continue based upon current conditions. Some events may be rescheduled in the future. Principals and the Activity Directors will be responsible for informing families and the community of these changes.
What is our process if someone tests positive within our district?	We will comply with HIPAA and FERPA requirements and all state and federal laws. The district can identify the building in which the positive case was identified; however, there is no need to identify if this was a staff member, parent, or student. We will follow this Chain of Notification: - Panhandle Health relays positive case to School District - If a parent notifies a school of a positive coronavirus case, there needs be notification made to the Panhandle Health epidemiologist who will determine validity of the report. - The Superintendent will seek guidance from the epidemiologist. - The Superintendent will notify School Board, staff, and parents of the positive case; at that time, determination of next steps will be taken.

	If a positive case occurs and schools are closed, sanitizing will occur during the final 2 days of school closure. If a positive case occurs and schools remain open, sanitizing will occur before students re-enter the building. Our school district needs a comprehensive communicable disease policy. The one we have now (Board Policy No. 562) does not give specific guidelines.
What if a staff member is displaying symptoms comparable to those of Covid-19 during school hours?	An employer may send an employee home who is displaying symptoms of a contagious illness (per ADA) if the illness would pose a "direct threat" as defined by the EEOC. Employers are expected to make their best effort to obtain public health advice for the specific location, and to make reasonable assessments of conditions in their workplace based on this information.
What are the guidelines for self-quarantine of staff?	If a staff member self-quarantines because they feel they've been exposed or they are experiencing symptoms, or to protect other individuals, they will not be required to use sick time. However, the staff member must have open communication with their direct supervisor in relaying the specific need for the self-quarantine. This should be accomplished in writing, which may be as simple as an email accompanied by a phone conversation. When possible, the staff member may be expected to work from home. If there is any violation of the quarantine* (defined as remaining at all times within one's home) the staff member will jeopardize wages paid and may face termination. A self-quarantined staff member may return to work after the prescribed time period of 14 consecutive days? In some cases, a medical release will be required. If a large population of staff members or students have declared a self-quarantine, a decision to close the school will be evaluated. *Quarantine in general means the separation of a person or group of people reasonably believed to have been *exposed to a communicable disease but not yet symptomatic*, from others who have not been so exposed, to prevent the possible spread of the communicable disease.
How do we handle activities and sporting events when school is in session or cancelled?	As policy currently states: No sporting events will take place when school is cancelled. No Sports on closure days includes practices. All coaches will be notified of this requirement and must adhere to these expectations. As currently being practiced by other school districts and suggested by the Governor, events under 250 attendees and events that take place outside of a building are considered allowable if schools are in session; however, if schools are canceled the above requirement applies. The AD will monitor projected sizes of crowds.
Are we required to feed our students? If so, how will we continue to feed students?	There is no requirement to feed our students in the event of a school closure; however, Food Service is encouraged by the State of Idaho to ensure the needs of low-income children.

	USDA Mandatory School closures will decide our contingency plan for meal service.
	To receive reimbursement Claims for the NSLP and the SBP, typical requirements are to serve congregate meals. This would require an approved waiver for the State Department of education and the USDA. The Secretary of Agriculture is approving all applications at this time.
If the school district schools are closed, who will carry on day-to-day functions?	The KSD District Office personnel will work on a functional time schedule either from home or within the district office to carry on the business of the district.
	Supervisors within the district will serve to keep buildings functioning and cleaned.
	All supervisors will be required to attend to their job responsibilities as needed during this unusual circumstance.
	Extra precautions will be made during this school closure period to limit contact of these individuals and to provide a sanitary work environment.
	Exceptions will be made for self-quarantine or actual contraction of Covid-19.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Chester Bradshaw

Email   cbradshaw@sugarsalem.com

District / Charter Name   Sugar Salem 322

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

We are providing Daily student contact through Zoom classroom meetings, Loom recording links, email, and written work as appropriate. Teachers have flexibility to work both from home and from their regular classroom, and are required to maintain their regular working hours.
Food Services are operating under the NFLP, and providing a curbside lunch and breakfast opportunity for those that want it.
We are not providing Child Care, or a Health Clinic

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

Virtually all of our staff is reporting to work everyday in our situation. We are open for business, and delivering instruction every day.

Certificated Staff are working a combination of on site and teleconference hours.

Special needs Teachers and Para professionals are also working remotely and on site to provide for each students specific IEP requirements. Many of these students are able to work from home, but a

small number are coming to the school to fulfill their IEP education needs.

Food Services are offering a curbside breakfast and lunch service through NFLP.

Transportation full time staff are at work as usual. Some Drivers are taking advantage of training opportunities and deep cleaning the busses. Others have elected to stay home and isolate.

Nearly every staff member who wants to come to work is reporting to work as usual, with the exception of some classified staff who are reimbursed through the Medicaid program. These employees need to meet with their students in a face to face environment in order to bill out the time, and we are discouraging this type of contact, in this environment, so some of these employees are not able to work as they normally would. In our situation, most of them would prefer to isolate anyway. These students IEP needs are being addressed by SPED teachers and Paraprofessionals. All parents have been contacted, and their child's needs been discussed. Some parents have requested that we continue to provide some limited onsite service, which we will continue to do on a case by case basis.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

We have worked through most of our issues to the point that we could continue in this environment the rest of the year if need be.
Special Education is more difficult in a virtual environment. It is requiring our SPED staff to review each childs daily instruction, and make necessary adaptations based on each childs individual IEP. Modifications are being sent home via Zoom, Loom, and email platforms. Some parents are opting to bring their child on site in certain circumstances for a period of time.
Our students are taking a full credit load, and we anticipate that they will have every opportunity to graduate.

We have one to one technology capability 6-12, and have checked out devices to students who need it in grades 4 and 5. Students can log in to the school platform from any computer anywhere that they have internet service. We have Canvas that is used as a supplemental teaching platform District wide.

We have kept our Maintenance and Custodial Staff going full time, deep cleaning and taking the opportunity to ensure that our buildings are clean and safe. As we are in something of a soft close environment, we have staff members and occasional students in our buildings at various times every day.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

We have daily communication between teachers and parents via Zoom, Loom, and email. We also have district wide text and email capability for general information and instruction.
Our administration and office staff are in their regular stations during the workday, and available to the public.

5) **Reopening/Continuing Normal Operation Plans** (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

We will consult the recommendations of the CDC, Eastern Idaho Public Health Dept., Madison Memorial Hospital, the Office of the Governor and other available resources to assist in our decision about when to resume face to face learning. We will continue diligent daily cleaning and sanitation until that time.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Jeff Klamm

Email   klammj@nvapatriots.us

District / Charter Name   North Valley Academy 465

As alternative to completing this form, if you have a written plan, you can upload it using this form. After you have attached your plan to this form, please scroll down and click on the Submit button

> docx   Charter Coronavius Response Plan.docx

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options– Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Jeff Klamm
klammj@nvapatriots.us
North Valley Academy 465

1) Essential Student Services – Include how you would address the following:
   a. Student Learning (Short term and in event of extended closure)
   b. Food Services
   c. Child Care (If applicable)
   d. Health Clinic (If applicable)

North Valley Academy is working hard to continue student learning. K – 6 has developed packets for students to take home. Teachers are creating video lectures for students and posting them as well as email them to parents. We want students to be as engaged as possible. Teachers are setting up office hours so students can reach them through phone or by Zoom to take questions. 7 – 12 grade are running in a full virtual mode. Teachers are running regular classes and students are logging on to watch lecture via Zoom. We take the recorded lectures and upload them to our LMS which is Buzz for students to watch at any time. Students are tracking their time in multiple ways. We are calling home if a student is not recording any work completed. In the event we are closed after spring break we will run our title groups in a similar manner. We will provide SPED services and have worked out plans for that. We have students going to their local school district for food services as we have students from all other districts. We do not have child care or a health clinic option at this time.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options– Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:
   a. Administrative Staff
   b. Certificated/Pupil Service Staff
   c. Technology Staff
   d. Food Services Staff
   e. Student Services Staff
   f. Transportation Services Staff
   g. Other Classified Staff

Administrative staff will work at the school. The principal is high risk and if the need arises will work from home. All teachers and paras will be providing services to students from on-site and if the need arises will work from home. Food services will not be needed at this time. We will be working as much as regular as possible.

3) Learning Plans
   a. Short Term Closures and Extended Closures
   b. Special Education/Individualized Education Plans
   c. Graduation Plans (assuring students they will still be able to graduate)
   d. Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
   e. Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

As we are so small and affected by the schools around us we will follow what they do, but any days where students are not on campus we will host virtual days. We will continue to service IEPs and make sure we are doing our best to follow all Special Education needs. We will continue virtual days and seniors will graduate if they continue to complete work. Other students will earn credit for completing work as well. We have worked to communicate with students and families and have provided devices to

all students that need on. We will work to get internet to every family that does not have it. We have contacted Verizon Wireless who is sending us hotspots for students to use. We are cleaning the campus daily. In the last two days of virtual classes we have had amazing attendance and great participation from students.

4) Communication with Parents
   a. Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
   b. How to communicate with school during closure
   c. How to communicate with instructional staff regarding student course work
   d. How to connect to school resources

We send home letters, do all-calls, and post on social media as soon as we have a new update for parents. We mainly communicate via email for the secondary and email or classtag at the elementary. Teachers are in constant communication with students about course work and we are working to be very flexible.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)
   a. Draft criteria for reopening, resuming normal operations
   b. Cleaning and sanitation protocols prior to resuming normal operations
   c. Daily cleaning and sanitation protocols during normal operations

We are working on reopening plans currently as well as new plans for cleaning.
As we update I will re-submit.

If you have any questions, please reach out.

Thank you

Jeff Klamm

District / Charter Coronavirus Response Plan

Name	Susan Lux
Email	susanlux@pathwaysedu.org
District / Charter Name	Pathways In Education, Nampa

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

We are continuing to serve students through distance learning strategies, including online instruction. For students without internet access we have provided packet work. Teachers have developed an appointment and class schedule to ensure that they are able to continue to support all students virtually, via phone, or text.

Our program does not offer food service, child care, or health clinics.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

Administrative staff is overseeing virtual learning in google classrooms and student appointments, communicating with stake holders, meeting weekly with all staff to address areas of concern and share best practices, etc.

All teachers will be serving our students via distance learning platforms including Edmentum, Google Education Suite, phone, and text. Teachers have meeting times and classes scheduled for all students.

Pupil Service Staff is offering virtual and phone meetings with all students in addition to tracking all seniors' progress and needs. She is available to connect families to community resources and has been sharing information via email, phone, and social platforms.

Classified staff are continuing job duties such as data collection and reporting, online tutoring, and clerical work

All staff is working remotely with the exception of one teacher in the building.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

We will be able to sustain distance learning for short term or extended closures.

We are currently able to offer all SPED services virtually. We are holding IEP meetings virtually. We have asked for extensions on eligibility testing as needed.

Our seniors are still able to make progress towards all graduation requirements. As long as SATs are still offered, we will be able to fully support seniors through this time. Our Post-Secondary Counselor is connecting with all seniors to track progress, offer support, and share information as it become available. We are monitoring the situation before we make further decisions about the graduation ceremony. We would consider something virtual if needed.

We are prepared to loan devices out to students as needed. We have surveyed students and staff and have identified students that will need internet access and or devices if the physical closure is extended.

We continue to have all scheduled cleanings in addition to scheduling a deep cleaning

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

We have been communicating biweekly with families via email. We use Messenger through Power School that allows us to send email blasts, texts, and robo-calls as needed. We are sending updates as we learn new information along with best practice ideas for our students. All phone messages have been forwarded to the school administrator for return.

All staff is available via email and google voice during the physical closure. All students have scheduled times to meet with their teachers. We are able to assign more work online or if parents/students request we can have work ready for pick up in front of the school.

Our counselor is available to connect families to additional resources.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

We plan to follow guidance from federal, state, and local agencies on reopening schools. We plan to follow all recommended procedures and precautions as they develop. We will be able to transition back to our traditional setting without delay when it is safe to do so.

We have been on a regular cleaning schedule with 2 cleaning sessions a week. We have already arranged for a deep cleaning of the school to happen on March 21, 2020. We will continue this schedule for the foreseeable future.
A deep clean, like the one we set up to have on March 21, disinfects all tabletops and chairs, all phones and door handles, and all chairs.

We have sanitizing wipes available for staff to be able to clean their section in between cleanings. This includes their desk phone, their desk, their student tables, and their student chairs. The front office can be responsible for cleaning the door handles and the light switches. The SGI teachers can be responsible for their classrooms and the principal for her office.

We also plan to add a stationary foaming hand sanitizer installed at the front door and ask that all people entering the school and leaving the school to "Foam In and Foam Out." This can severely reduce the possible spread of germs in the school.

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name   Shane Williams

Email   Shane.williams@wjsd.org

District / Charter Name   West Jefferson 253

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Student Learning (short term and in event of extended closure)
Teachers are identifying the critical standards and skills for the remainder of the school year. Teachers have prepared several delivery options for students to receive these services including paper packets, online instruction through Unified Classroom, computer-based instruction on Istation, check-in calls to families, Teacher office hours for students to check in with teachers, online teaching formats such as Zoom, etc.
I am not referring to this as a "closure." That word communicates that we have shut our doors and are not going to work with the students. We are going to start our Reconfigured Education Delivery after spring break. The specifics of this delivery model will evolve as we work with parents and get feedback with them. It will also evolve as CDC requirements loosen. I would like to allow small groups of students to be allowed back to school for specific instruction and intervention. Because this situation is constantly evolving and direction for flexibility from the state have not been received, this plan is still a work in progress.
Food Services
We have already received a waiver to provide lunches to students in the district following the summer feeding guidelines. Lunches are available in three locations in the district and provide lunch and breakfast for the following day. This will continue until students are back in session operating as normal. Lunches will not be provided during the regularly scheduled spring break.

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff

- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

We are trying to maintain the ability to pay for staff whose salaries were budgeted last year. Staff can be called in or work remotely after they have developed a plan with their building administrator. We are giving staff who are identified as vulnerable the option of working remotely. When CDC guidelines allow for groups, there will be times that additional training will take place.
Administrative Staff
Certificated/Pupil Service Staff
Technology Staff
Food Services Staff
Student Services Staff
Transportation Services Staff
Other Classified Staff

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Short Term Closures and Extended Closures
This is the million-dollar question. How do you plan for something that we don't know the duration? We will continue to work with students for the duration of the school year regardless of whether there is a short term or extended closure. What this looks like depends on guidance received from the state on flexibility to requirements in state statute.
Special Education/Individualized Education Plans
Students with special needs will receive the same accommodations they received in the classroom as it applies to the instruction they receive in the Reconfigured Education Delivery.
Graduation Plans (assuring students they will still be able to graduate)
Teachers will work with students to help them pass their required concepts and skills. Flexibility from the state on Credit hour requirements will be necessary.
Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
Students in grades 6-12 have access to 1:1 devices. These will be allowed to be used at home. We have additional devices for younger students as needed.
Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures
Custodial and teaching staff have access to cleaning and sanitation supplies. Areas of high travel will be cleaned multiple times per day.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare) Procedures are in place to communicate with parents. We use a variety of options including social media, email, phone call system. How to communicate with the school during the closure
How to communicate with instructional staff regarding student course work
Use the outreach response protocols currently in place
How to connect to school resources
Use the outreach response protocols currently in place

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

Draft criteria for reopening, resuming normal operations
This is where we need guidance/mandate from a regional or state level. By leaving the health and safety decisions to "local control" will allow for uniformity on when to resume normal operations.
Cleaning and sanitation protocols prior to resuming normal operations
This will all depend on whether there is a confirmed COVID-19 case in the building. If that is the case, the CDC has provided guidelines that will be followed.
Daily cleaning and sanitation protocols during normal operations

District / Charter Coronavirus Response Plan

District / Charter Coronavirus Response Plan

Name	Gary Brogan
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District / Charter Name	Bear Lake #33

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

3-12 grades are being served remotely on one to one devices. P-2 are being provided packets to complete. Food services (lunch/breakfast) are being provided on days when school would normally be in. N/A. N/A

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

District office admin. staff work from home as much as possible. Teachers continue to provide remote lessons and packets from home. Week day "Office Hours" to help students remotely. Technology staff in their offices as needed, remotely as able. Food services to work at school and provide lunches/breakfast on what would be school days. Student services to provide remote services as feasible. Transportation staff to clean buses and provide lunch delivery as needed. All other staff to remain at home.

3) Learning Plans

- Short Term Closures and Extended Closures

- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

Teachers along with building principals are working to follow the curriculum as closely as possible under given circumstances. Special education is providing additional packets and remote services. Students have been informed that they must complete requirements in order to graduate. One to one devices have been distributed to students 3-12. We have some families that do not have internet. We are working on some solutions with one of our internet providers. In the mean time they have been given locations where wifi hotspots can be found. Prior to students return we will thoroughly sanitize all buildings and buses.

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work
- How to connect to school resources

Communication with Parents

We have an alert system that gives most notices. Teachers are communicating with students via email or alert system. Teachers spend daily "Office Hours" help students with assignments via email. School resources are being provided via Summit, Canvas, and Google Classroom.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

Our board will be in consultation with local health officials as to when it is right to return to school. We will sanitize each building and buses prior to accepting students back to school. We had in place cleaning protocols prior to letting out.

District / Charter Coronavirus Response Plan

Name	Javier Castaneda
Email	jcastaneda@hccs481.org
District / Charter Name	Heritage Community Charter

1) Essential Student Services— Include how you would address the following:

- Student Learning (short term and in event of extended closure)
- Food Services
- Child Care (if applicable)
- Health Clinic (if applicable)

Essential Student Services

Student learning: Our teachers are planning to use our schoolwide communication app Bloomz to share out instruction. Teachers would be available during set school hours to provide support as needed. Some teachers are exploring how to do webinars. Flexibility is key since many in our community are remote and have no online access. With that in mind, teachers are creating plans over spring break to create hard copies to pick up from the school.

Food services: At this time we plan on having drive through meals at the school, breakfast and lunch.

Child care: We have no plans for child care at this time. I suppose if no students are in school, staff will be allowed to have their own children in the classroom?

Health clinic: Not plans

2) Identifying Staff Work Plans (telecommuting vs. on-site) Options— Identify staff essential to the continuation of operations on-site and those who can work remotely. Identify vulnerable staff who should work remotely, or through extended leave or other arrangements. Please have plans for all staff, including:

- Administrative Staff
- Certificated/Pupil Service Staff
- Technology Staff
- Food Services Staff
- Student Services Staff
- Transportation Services Staff
- Other Classified Staff

Staff Work Plans

At this time all staff except classroom aids and transportation will not report to work. We contract out

transportation and we'll need to discuss with Brown Bus and review contract with legal.

On-site staff will plan, support, and create instruction but will be asked to limit contact and follow CDC guidlines. Custodial will keep cleansing and nutrition will continue making meals for pick up.

3) Learning Plans

- Short Term Closures and Extended Closures
- Special Education/Individualized Education Plans
- Graduation Plans (assuring students they will still be able to graduate)
- Use of Technology/Providing Devices/Student On-line Access (on-site and off-site)
- Cleaning and sanitation protocols for staff, students, and on-site space used during complete or partial closures

Learning Plans

At this time we have planned a short term closure. We would like MORE guidance from the state. A blanket statement would help, even if it's regional, to help us plan.
Our SPED team is working alongside teachers to do our very best to create plans to meet IEP's.
At this time we're using Bloomz to engage parents and have asked parents to have 100% enrollment in Bloomz.
Our custodians have been given the following guidance at this time.

Routine high touch cleaning:

Restroom stalls and dispensers
Cafeteria tables
Toilets, sinks and faucets
Food preparation surfaces
Drinking Fountains

Supplemental cleaning:

Door handles and knobs (including exterior doors)• Hand rails
Recreation equipment • Vending machines • Counter tops
Light switches
Copier, printer and fax control buttons • Front desk and lobby surfaces

Personal area cleaning:

Desks
Computer keyboards and mouse
Phones
Chair arms
Remote controls
Cabinet and file drawer handles
Microwave, refrigerator, appliances• Coffee machines

4) Communication with Parents

- Communication plan with parents/guardians on closures and student expectations during closure (student needs for access to on-line resources, in-person instruction, transportation, and childcare)
- How to communicate with school during closure
- How to communicate with instructional staff regarding student course work

- How to connect to school resources

Communication with Parents

At this time teachers are planning on using Bloomz. This year our entire district went to just one communication app to facilitate parent teacher communication. We've worked all year to get all parents subscribed. A communication just went out to parents to strongly urge them to sign up if they haven't in case a long term closure is needed. This would be our primary format for sharing instructional resources, worksheets, etc.
Parents have been instructed to email or call if the need to contact the school.

5) Reopening/Continuing Normal Operation Plans (in consultation with local health districts)

- Draft criteria for reopening, resuming normal operations
- Cleaning and sanitation protocols prior to resuming normal operations
- Daily cleaning and sanitation protocols during normal operations

Reopening/Continuing Normal Operation Plans

We have no plans yet for reopening. State level blanket guidance would be very beneficial. Fear and confusion could result if there are random and distinctly different criteria for reopening district to district.
Cleaning protocols are as follows:
Routine high touch cleaning:

Restroom stalls and dispensers
Cafeteria tables
Toilets, sinks and faucets
Food preparation surfaces
Drinking Fountains

Supplemental cleaning:

Door handles and knobs (including exterior doors)• Hand rails
Recreation equipment • Vending machines • Counter tops
Light switches
Copier, printer and fax control buttons • Front desk and lobby surfaces

Personal area cleaning:

Desks
Computer keyboards and mouse
Phones
Chair arms
Remote controls
Cabinet and file drawer handles
Microwave, refrigerator, appliances• Coffee machines